Quality Assurance

Masters in Higher Education Practice, Postgraduate Diploma in Higher Education Practice, Postgraduate Certificate in Higher Education Teaching.

Programme Specification: Postgraduate

This programme specification applies to students starting the programme from 2021 onwards.

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Annual Programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

Names of programme(s) and award title(s)	MA in Higher Education Practice
	Postgraduate Diploma in Higher Education Practice
	Postgraduate Certificate in Higher Education Teaching
	Academic Professional Apprenticeship
Mode of study	Part time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Duration:	Three years (MA)
	Two years (PGDip)
	One year (PGCert and APA)

Details of professional, statutory and regulatory body (PSRB) (If appropriate): Further information can be found at http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/

The professional accrediting body for the awards of Postgraduate Diploma in Higher Education Practice and Postgraduate Certificate in Higher Education Teaching is AdvanceHE: https://www.heacademy.ac.uk/

External Examiner(s): External Examiners must be Fellows of the Higher Education Academy (HEA).

Further information can be found at: https://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

1. What is the philosophy of the Programme?

The programme aims to develop the skills, knowledge and behaviours of students that will equip them to fully deliver, and undertake scholarship and research in relation to teaching in higher education . The broad aims of the programme are to support students to develop their ability to share their expertise of a subject/discipline with

students. Students will be equipped to take approaches that are peer-informed, making effective use of technologies and informed by international, national drivers and contexts relevant to their teaching practice.

 The programme is accredited by AdvanceHE[1] and therefore students that successfully complete the PGCert are recognised through the award of Fellowship of the Higher Education Academy (subject to re-approval).

Students who successfully complete the programme will be able to:

1. Demonstrate expertise in the communication and promotion of their subject/discipline to students in higher education;

2. Select and deploy a range of technologies that support HE teaching in their subject/discipline;

3. Innovate, test and evaluate teaching and related scholarship and research with due regard for professional, ethical standards and contemporary developments in teaching and/or the subject/ discipline;

4. Critically evaluate the roles of leadership, mentoring and relationships with students, peers and stakeholders in the deployment of teaching in a subject/discipline;

5. Use relevant professional development frameworks to underpin their practice and to inform ongoing professional development.

Keele Graduate Attributes

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.

Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele. Further information about the Keele Graduate Attributes can be found here: http://www.keele.ac.uk/journey/

2. How is the Programme taught?

The programme core content is delivered through conferences, asynchronous learning sets, and live workshops, led by expert practitioners from Keele or the wider HE sector. Attendance, agreed by participants' workplace line managers on application to the programme, is monitored and expected. Each workshop is accompanied by guided online learning. Course tutors have developed preparatory activities, linked to key reading material. Students are also expected to undertake independent study and group work with peers on the course .

Learning is also supported by formative feedback. Formative feedback is available from course tutors. For the Action Research module, the project proposal is subject to scrutiny from the prospective supervisor who provides early feedback on plans. Feedback is also provided on work from peers and experts. For example, students are required to take part in peer review of teaching. Supervisors of the Action Research module meet with students and can offer feedback on research plans, research progress and on written work.

Together, these methods mirror the expectations of academic professionals to be both independent and self-motivated and able to work closely with a range of colleagues to achieve goals and results. The delivery of the programme is blended to include both face to face and online components to expose students to both class-based and online learning models and encourage meta-cognition about their own learning and reflection on ways of

engaging diverse learners and stakeholders.

The programme is led and delivered by a core team. The current team has complementary strengths including, for example, specialisms in teaching innovation, inclusive teaching practices, academic reading, teaching with technology, internationalisation of the curriculum, assessment and feedback, wellbeing in the curriculum

All members of the team are Fellows of the Higher Education Academy.

3. What is the Structure of the Programme?

Students study two 30-credit teaching development modules in the first year of the programme, and can attain an exit award of PGCert. Two 30-credit modules focus on supporting learning, research and scholarship with technology and developing innovation in practice in year two.

Students can elect to take two additional 30-credit modules for the PGDip, and an additional 60-credit Action Research project for the MA. The capstone Action Research module builds on the skills developed in the previous modules. Students successfully meeting the award requirements pass 60 credits (postgraduate certificate), 120 credits (postgraduate diploma) and 180 credits (MA) in Higher Education Practice (see **Figure 1**). We recognise that for some students, there will only be the need or desire to study for the one-year programme. To accommodate these individuals, a postgraduate certificate exit award exists.

The programme does not permit the study of any modules other than those listed in **Figure 1.**

Year	Modules	Modules	Exit Awards
Year One	Teaching Reflectively in Higher Education (30 credits) D1 UKPSF	Design and Development in Higher Education (30 credits)	PGCert in Higher Education Teaching (60 credits) D2 UKPSF (FHEA)
Year Two	Supporting Learning, Research and Scholarship with Technology (30 credits)	Developing Innovation in Practice (30 credits)	PG Diploma in Higher Education Practice (120 credits) D2 UKPSF
Year Three	Action Research Project (60 credits)		Masters in Higher Education Practice (180 credits)

Figure 1: Module structure and potential exit awards available from the MA in Higher Education Practice programme.

Learning Outcome *By the end of the programme students will be able to:*	Module in which this is delivered	Principal forms of assessment (of the Learning Outcome) used
Demonstrate expertise in the communication and promotion of their subject/discipline to a range of audiences, including students, the public and other stakeholders	EDU-40128 Teaching Reflectively in Higher Education EDU-40129 Design and Development in Higher Education EDU-40134 Supporting Learning, Research and Scholarship with	Portfolios comprising but not limited to: Essays, Reports, Critical reflections, Action/Development plans, Reflective journal entries, Peer reviews of presentations, Written reflections on observations of

	Technology	teaching, Annotated session plans, Public engagement article
	EDU-40136 Developing Innovation in Practice	Action Research Project/Dissertation
	EDU-40017 Action Research Project	
Select and deploy a range of technologies that support HE teaching and original scholarship/research in their subject/discipline	EDU-40128 Teaching Reflectively in Higher Education EDU-40129 Design and Development in Higher Education EDU-40134 Supporting Learning, Research and Scholarship with Technology EDU-40136 Developing Innovation in Practice EDU-40017 Action Research Project	Portfolios comprising but not limited to: Essays, Reports, Critical reflections, Action/Development plans, Reflective journal entries, Peer reviews of presentations, Written reflections on observations of teaching, Annotated session plans, Public engagement article Action Research Project/Dissertation
Innovate, test and evaluate teaching and research ideas with due regard for professional, ethical standards and contemporary developments in teaching and/or the subject/ discipline	EDU-40128 Teaching Reflectively in Higher Education EDU-40129 Design and Development in Higher Education EDU-40134 Supporting Learning, Research and Scholarship with Technology EDU-40136 Developing Innovation in Practice EDU-40017 Action Research Project	Portfolios comprising but not limited to: Essays, Reports, Critical reflections, Action/Development plans, Reflective journal entries, Peer reviews of presentations, Written reflections on observations of teaching, Annotated session plans, Public engagement article Action Research Project/Dissertation
Critically evaluate the roles of leadership, mentoring and relationships with students, peers and stakeholders in the deployment of teaching and research in a subject/discipline	EDU-40128 Teaching Reflectively in Higher Education EDU-40129 Design and Development in Higher Education EDU-40134 Supporting Learning, Research and Scholarship with Technology EDU-40136 Developing Innovation in Practice EDU-40017 Action Research Project	Portfolios comprising but not limited to: Essays, Reports, Critical reflections, Action/Development plans, Reflective journal entries, Peer reviews of presentations, Written reflections on observations of teaching, Annotated session plans, Public engagement article Action Research Project/Dissertation

Use relevant professional development frameworks to underpin Higher Education practice and to inform CPD.	EDU-40128 Teaching Reflectively in Higher Education EDU-40129 Design and Development in Higher Education EDU-40134 Supporting Learning, Research and Scholarship with Technology EDU-40136 Developing Innovation in Practice EDU-40017 Action Research Project	Portfolios comprising but not limited to: Essays, Reports, Critical reflections, Action/Development plans, Reflective journal entries, Peer reviews of presentations, Written reflections on observations of teaching, Annotated session plans, Public engagement article Action Research Project/Dissertation

Exit Awards*:*

Postgraduate Certificate in Higher Education Teaching (60 credits at Level 7) D2 UKPSF (Fellow)

Postgraduate Diploma in Higher Education Practice (120 credits at Level 7)

Masters in Higher Education Practice (180 credits at Level 7, including the 60 credit Action Research module)

4. How is the Programme assessed?

There are a variety of assessment methods. Reflective writing is at the core of our assessment strategy, but this is complemented by opportunities to showcase work through conference posters, assembling portfolios of evidence from teaching practice.

Each of the modules in the teaching supporting learning, research and scholarship with technology and developing innovative practice strands is assessed by a showcase portfolio comprising at least three elements of work that demonstrate the achievement of the module learning outcomes. The action research module is assessed by the submission of a project plan and a final project report.

Formative assessment opportunities are afforded on all modules. Students are assigned a tutor who is available to discuss drafts. Some portfolio pieces have expectations for peer feedback. For the action research module, the student may submit a proportion of the final project report for formative feedback before summative submission. The project plan, submitted early on in the development of the project, is a formative piece.

5. What are the typical admission requirements for the programme?

The programme is for employees in higher education who are taking on roles where they will teach and/or support learning . It is expected that most students admitted to the programme will already hold a PhD or Masters qualification in a subject/discipline or may instead start the programme having gained extensive professional experience of the subject/discipline by holding a senior position in the workplace. It is a condition of the professional accreditation by AdvanceHE that students are actively engaged in five areas of teaching activity, including designing and planning learning and assessing students.

In addition, all students studying modules on the MA Higher Education Practice need to be given opportunities to meet the intended learning outcomes. For this reason there are minimum expectations of teaching practice for the duration of students' engagement with the programme that apply if the student is studying one or both of the

modules that comprise the teaching development strand (namely, Teaching Reflectively in Higher Education and Design and Development in Higher Education.)

6. How are students supported on the programme?

All students are assigned a course tutor who acts as the main point of academic contact for students with any queries they have about the academic expectations of the programme or needing support with their studies. Course tutors have expertise in one or more areas of the programme and are also tasked to provide formative feedback on draft work (submitted in advance of publicised deadlines) as well as to support students in responding to summative assessment feedback. Students taking the action research module no longer work with a course tutor but are instead assigned a project supervisor who fulfils a similar role.

Each module has a module leader who has overall academic oversight of the design, content and delivery of the module. Supported by the administration team, the Programme Director oversees the student journey from registration through to graduation, is responsible for the University administrative expectations, including ensuring Student Voice is heard, convening the programme boards and the provision of information for students and employers (including workplace mentors.)

The employer of the student identifies a workplace mentor to support the student. The workplace mentor is someone with knowledge and experience of the demands of the role of an academic professional and of the programme. They are supported in their role by the Programme Director through the provision of a handbook and in-year training and support to execute the role.

Pastoral support is provided by course tutors who also act as personal tutors, and the Programme Director who has oversight of personal tutoring, Exceptional Circumstances (EC) and Leave of Absence (LoA) requests, and management of complaints as well as the design, content and delivery of the programme. In addition, the host institute has an Early Resolution Officer that can support students who wish to raise an issue.

7. Learning Resources

Teaching on the programme typically takes place online and in classrooms, in fully accessible spaces, with lecture capture facility, hearing loop induction and large projection facilities. Supplementary learning materials and course information is shared online. The programme expects online submission of summative written work and provides electronic feedback on written work (aspects of feedback are also undertaken face to face for example on teaching observations and by meetings with course tutors.) Each module provides comprehensive and clear leads into relevant literature through an electronic reading list with required or core reading indicated to students. The library holds an extensive range of paper and electronic materials, including journals, textbooks and grey literature on professional academic development as HE teachers, researchers, mentors and leaders allowing students to explore and focus their studies on their own priority interests and through exploring work relevant to their subject/discipline. The library is open 24/7 in term time.

8. Other learning opportunities

KIITE (Keele Institute of Innovation and Teaching Excellence) offers a wide variety of professional development opportunities, which complement the credit-bearing programme and students are encouraged to participate in these activities where appropriate to their learning needs.

9. Quality management and enhancement

The Programme Director is responsible for the discharge of the University administrative expectations, including convening and overseeing the Programme Board; a meeting of all course tutors, with representatives from the teaching staff, subject/discipline mentors and the student body. The Programme Board responds to module feedback and other student feedback, (for example, from the Student: Staff Voice Committee), maintains the

currency of the academic and professional aspects of the programme including responding to external examiner feedback.

Student feedback is a crucial component of the annual monitoring and review of the programme. Student: Staff Voice Committees comprises at least one representative from each year of the programme who has received support and training from the Students' Union to best represent the views of their peers on a semesterly basis. Additionally, each module is systematically reviewed using the University's standard module feedback proforma and the course team instigates other periodic reviews, for example, of the induction to the programme. All students' views are welcomed and information on the responses made by the course team to students' opinion is fed back to the cohort via the Student Voice representative. The programme handbook carries information for students on how their feedback is solicited, responded to and has informed the programme's development through time.

Each year the Programme Director leads the completion of the annual review process which is a reflective evaluation of student progression and achievement on the programme as well as setting objectives for further enhancement of it in the following year. Annual reviews, programme board minutes and Student Staff Voice Committee minutes are all shared with the host School through their School Education Committee.

10. The principles of programme design

The one-year Postgraduate Certificate (part of the MA Higher Education Practice (HEP)) will be part of the probationary offer of support to new staff.   The MA HEP will be offered as a modular course studied across three years. However, the mandatory elements will be the first two modules which will have an exit award of PGCert HE Teaching. This will comprise two semester-long modules to develop teaching skills.

In addition to alignment with the University's strategy for teaching and learning at https://www.keele.ac.uk/kiite/curriculumdesignframework/ the programme has been benchmarked to sector-wide practice. In particular, the two teacher development modules of the programme have been explicitly mapped to the UK Professional Standards Framework, and will have AdvanceHE accreditation as part of Keele's institutional approach to CPD and therefore allow participants to claim Fellowship of the HEA on completion. As part of the optional progression from the Postgraduate Certificate stage of study to the Postgraduate Diploma/ Masters, participants are offered guidance on working towards Senior Fellowship alongside their continuing studies.

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

   a.   UK Quality Code for Higher Education, Quality Assurance Agency: http://www.qaa.ac.uk/quality-code

   b.   Apprenticeship standard: https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/

   c.   Details of the UK Professional Standards Framework can be found here: https://www.heacademy.ac.uk/ukpsf

11. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created	7th February 2018	
Revision history	22nd February 2018	Changes made in compliance with QA feedback following the scrutiny panel on 9th February 2018

	May 2019	Approved by MA HEP Programme board on 14th May 2019
	May 2021 (FEC)	i) Allow external, fee-paying participants onto the programme; ii) update the modes of assessment in the first-year modules (PGCert) to align more explicitly with the End-Point Assessment (reflective portfolio, observation practice); iii) discontinue the Research pathway on the Academic Professional Apprenticeship (APA) and focus instead on the Specialist in Teaching route; iv) Reduce the APA time commitment from two years to one.
Date approved by SLTC	27th April 2018	
Date approved by FLTC	June 2019	