Post Graduate Certificate in Learning and Teaching in Theatre and Performing Arts in Higher Education

Programme Specification
June 2014
(updated August 2014)
What are programme specifications?
Information for students.

Programme specifications focus on single programmes of study (or courses), and outline the intended knowledge, understanding, skills and attributes of a student completing that course. A programme specification also gives details of teaching and assessment methods as well as linking the course to the framework for Higher Education qualifications and any subsequent professional qualification and career path.

The University of Manchester validates the Masters Programmes taught at Rose Bruford College and as part of the validation process, the College is required to produce approved programme specifications for the courses that it offers.

Programme specifications form one part of a set of different types of documents about a programme and its components, which include prospectus, programme handbook, module specifications and information on websites. The programme specification is published on the College’s website.

There may be concern that 'specifying' what a student will have learnt at the end of the course or programme might inhibit innovation within that course. For this reason it is important not to see programme specifications as 'tick lists'. They offer broad indications of the types of things students might be expected to learn and the types of skills and abilities they might be expected to gain.

Adapted from QAA guidance to students on understanding courses (http://www.qaa.ac.uk/students/guides/UnderstandCourses.asp)
1. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Award</th>
<th>Programme Title</th>
<th>Duration</th>
<th>Mode of study</th>
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<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>Learning and Teaching in Higher Education: Theatre and Performing Arts</td>
<td>12 months</td>
<td>Blended learning October – October Online learning October - October</td>
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</tbody>
</table>

Institution: Rose Bruford College  
School: School of DMTA  
External Examiner: Rob Brannen, Head of the School of Arts De Montfort University  
Dr Martin Harlow, Director of Studies (wef 1 October 2014) Royal Northern College of Music  
Awarding Institution: University of Manchester  
Programme Accreditation: HEA  
Relevant QAA benchmark(s): N/A

2. AIMS OF THE PROGRAMME

The programme is primarily for full and part-time teachers and those who support learning in higher education. The programme is work-based and flexible, drawing on participants’ experience as learners and teachers both within and outside the college and contextualising this professional practice within a reflective pedagogic framework.

Part time students attend face-to-face monthly seminar sessions and are required to utilise selected online resources and to engage regularly in the discussions via the College VLE (Virtual Learning Environment) between sessions. Online students attend the initial programme seminar and other sessions by negotiation with the programme tutor. They are required to engage in online tutorials with the programme tutor, to utilise selected online resources and to engage regularly in the discussions via the College VLE (Virtual Learning Environment).

The programme is composed of two modules of study. Module 1 is entitled Reflecting on Theory and Practice and Module 2 Evaluation and Enhancement. Successful completion of Module 1 provides an accredited route to be recognised as an Associate Fellow of the Higher Education Academy (Descriptor 1 of UKPSF) Successful completion of both Modules 1 and 2 provides an accredited route to be recognised as a Fellow of the Higher Education Academy (Descriptor 2 of UKPSF).

The programme aims to:

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<tr>
<td>01.</td>
<td>support you in extending your understanding of course design and the processes of learning, teaching and assessment through a study of pedagogical theory and practice</td>
</tr>
<tr>
<td>02.</td>
<td>foster a critically reflective approach to the pedagogy of your discipline/s</td>
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<tr>
<td>03.</td>
<td>help you to demonstrate a commitment to scholarship</td>
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<tr>
<td>04.</td>
<td>enable you to use your conceptual understanding to enhance your professional practice as a supporter of learning</td>
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<tr>
<td>05.</td>
<td>enable you to demonstrate your understanding of, and engagement with, the UK Professional Standards Framework (UKPSF)</td>
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### 3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME(S)

#### A. Knowledge & Understanding

Students completing the PGCTLHE should be able to demonstrate:

1. An understanding of contemporary pedagogical theory in relation to learning and teaching in theatre and the performing arts and a knowledge of appropriate methods for teaching and learning in the subject area.

2. An understanding of the theoretical principles involved in course design, project planning and assessment.

3. Their engagement with the UK Professional Standards Framework by demonstrating appropriate knowledge and understanding across all aspects of Core Knowledge: appropriate methods for teaching and learning in the subject area and at the level of the academic programme; how students learn, both generally and within their subject/discipline area(s); the use and value of appropriate learning technologies; methods for evaluating the effectiveness of teaching and the implications of quality assurance and quality enhancement for academic and professional practice with particular focus on teaching.

#### Learning & Teaching Processes (to allow students to achieve intended learning outcomes)

**Teaching and learning methods** will include group seminars, online discussion, engagement with a variety of online resources together with required and recommended reading, tutorials – face to face or online, teaching observations, participation in learning groups, and self-directed participation in scholarly conferences and staff development activities. Research workshops and tutorial feedback will underpin the action research project.

#### Assessment (of intended learning outcomes)

**Assessment** takes place through regular online discussions in which you share your pedagogic thoughts and insights demonstrating an engagement with the UK Professional Standards Framework.

For Module 1:
- Reflective Statement 1, Completed self assessment grid and 1000-1500 words – formative assessment
- Reflective Statement 2, Completed self assessment grid and 2000-2500 words – summative assessment
- Documentary evidence (having received prior approval from your tutor) that you have actively engaged with one of the required course tasks and with three teaching observations.
- Tutorial feedback is given on research, individual and collaborative presentations and teaching observations.

For Module 2:
- Research Proposal given as oral presentation supported by a 1000 word written summary (formative assessment).
- Action Research Report: 5000 words (summative assessment)
B. Intellectual Skills

Students completing the PGCLTHE should be able to:

- Critically analyse and evaluate their own practice in relation to contemporary pedagogical theory
- Apply theoretical principles to the development of course design, project planning and assessment
- Reflect on their practice to identify scope for enhancement within the broader context of contemporary pedagogic research
- Use a knowledge of how students learn to inform theoretical debate and approaches to practice-based problems

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<th>Learning &amp; Teaching Processes</th>
<th>Assessment</th>
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</table>
| **Teaching and learning methods** will include reflective group seminars, online discussion, engagement with a variety of online resources together with required and recommended reading, independent study, tutorials – face to face or online, teaching observations, participation in learning groups, and self-directed participation in scholarly conferences and staff development activities. Research workshops and tutorial feedback will underpin the action research project. | **Assessment** takes place through regular online discussions in which you share your pedagogic thoughts and insights demonstrating an engagement with the UK Professional Standards Framework.

For Module 1:
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- Documentary evidence (having received prior approval from your tutor) that you have actively engaged with one of the required course tasks and with three teaching observations.
- Tutorial feedback is given on research, individual and collaborative presentations and teaching observations.

For Module 2:
- Research Proposal given as oral presentation supported by a 1000 word written summary (formative assessment).
- Action Research Report: 5000 words (summative assessment) |

1.
## C. Practical Skills

Students completing the PGCLTHE should be able to:

| **C1.** Make a presentation to peers in a professional context |
| **C2.** Conduct a small scale action research project within a particular sphere of professional practice and evaluate the outcomes of the project according to appropriate theoretical principles |
| **C3.** Relate the outcomes of a research project to contemporary pedagogic research and principles to inform current and potential professional responsibilities |
| **C4.** Demonstrate their engagement with the UK Professional Standards Framework by successful engagement with the five Areas of Activity: The design and planning of learning activities and/or programmes of study; teaching and/or supporting student learning; assessing and giving feedback to learners; developing effective learning environments and approaches to student support and guidance; engaging in continuing professional development (CPD) in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices. |

### Learning & Teaching Processes

**Teaching and learning methods** will include reflective group seminars, online discussion, engagement with a variety of online resources together with required and recommended reading, independent study, tutorials – face to face or online, teaching observations, participation in learning groups, and self-directed participation in scholarly conferences and staff development activities. Research workshops and tutorial feedback will underpin the action research project.

### Assessment

**Assessment** takes place through regular online discussions in which you share your pedagogic thoughts and insights demonstrating an engagement with the UK Professional Standards Framework.

For Module 1:
- Reflective Statement 1, Completed self assessment grid and 1000-1500 words – formative assessment
- Reflective Statement 2, Completed self assessment grid and 2000-2500 words – summative assessment
- Documentary evidence (having received prior approval from your tutor) that you have actively engaged with one of the required course tasks and with three teaching observations.
- Tutorial feedback is given on research, individual and collaborative presentations and teaching observations.

For Module 2:
- Research Proposal given as oral presentation supported by a 1000 word written summary (formative assessment).
- Action Research Report: 5000 words (summative assessment)
### D. Transferable Skills and Personal Qualities

**Students completing the PGCTLHE should be able to demonstrate:**

| D1. | A critically reflective approach to professional practice |
| D2. | A commitment to scholarship |
| D3. | A capacity for independent learning |
| D4. | The ability to undertake a research project and evaluate its findings. |
| D5. | Their commitment to the professional values of the UK Professional Standards Framework; respect for individual learners and diverse learning communities; the promotion of participation in higher education and equality of opportunity for learners; the use of evidence-informed approaches and outcomes from research, scholarship and continuing professional development; an acknowledgement of the wider context in which higher education operates which recognises the implications for professional practice. |

#### Learning & Teaching Processes

**Teaching and learning methods** include reflective group seminars, online discussion, engagement with a variety of online resources together with required and recommended reading, independent study, tutorials – face to face or online, participation in learning groups, teaching observations, and self-directed participation in scholarly conferences and staff development activities. Research workshops and tutorial feedback will underpin the action research project and tutorial discussion will provide feedback on the development of the written reflective statements.

#### Assessment

**Assessment** takes place through Regular online discussions in which you share your pedagogic thoughts and insights demonstrating an engagement with the UK Professional Standards Framework.

- **For Module 1:**
  - Reflective Statement 1, Completed self assessment grid and 1000-1500 words – formative assessment
  - Reflective Statement 2, Completed self assessment grid and 2000-2500 words – summative assessment
  - Documentary evidence (having received prior approval from your tutor) that you have actively engaged with one of the required course tasks and with three teaching observations.
  - Tutorial feedback is given on research, individual and collaborative presentations and teaching observations.

- **For Module 2:**
  - Research Proposal given as oral presentation supported by a 1000 word written summary (formative assessment).
  - Action Research Report: 5000 words (summative assessment)
4. THE STRUCTURE OF THE PROGRAMME(S)

<table>
<thead>
<tr>
<th>Programme structure and credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Module 1: Reflecting on Theory and Practice</td>
<td>30</td>
</tr>
<tr>
<td>Module 2: Evaluation and Enhancement</td>
<td>30</td>
</tr>
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5. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT (in order to deliver the intended learning outcomes, including dissertation support and guidance)

Student induction and support take place at both the programme and College level.

At the programme level:
- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- Peer learning and mentoring, are intrinsic to the programme’s learning and teaching strategy.
- You will receive written feedback on all assessment tasks, and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:
- Welfare advice and counselling is available to all students.
- A Disability Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction, and receive both targeted and on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing academic support is available through the specialist Academic Support Team, and through on-line support materials.
- Placements operate within the College’s Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.
### 6. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

<table>
<thead>
<tr>
<th>Module Title and Code (including dissertations and other programme components)</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills &amp; Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Course Unit title</td>
<td>C/O</td>
<td>A1</td>
<td>A2</td>
</tr>
</tbody>
</table>

D = intended learning outcomes of the programme are taught or developed by students within this course unit  
A = intended learning outcomes of the programme are assessed within this course unit  
C = compulsory course unit  
O = optional course unit
7. CRITERIA FOR ADMISSION

Those who wish to apply for the programme need to have a first degree and be working as a teacher or supporting learning in the higher education disciplines of theatre, dance, drama, music, digital and performing arts.

8. PROGRESSION AND ASSESSMENT REGULATIONS

**Progression:**

Students study for Module 1 and Module 2 simultaneously.

Each module is assessed with a numerical mark out of 100% using the College MA marking criteria.

Achievement of the award is on a pass/fail basis

To qualify for the award of the PGCLTHE students must achieve a pass mark in Module 1 and Module 2 of the programme.

**Assessment Regulations:**

(For full details see the current University of Manchester Postgraduate Taught Degree Regulations)

<table>
<thead>
<tr>
<th>Date of original production:</th>
<th>30 April 2010</th>
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<tbody>
<tr>
<td>Date of current version:</td>
<td>Updated August 2014</td>
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