

# **POST GRADUATE CERTIFICATE IN HIGHER EDUCATION**

**(DISTANCE LEARNING)**

**Programme Specification**

## Programme Specification: Post Graduate Certificate in Higher Education

### 1. GENERAL INFORMATION

UCAS Code	Award	Programme Title	Duration	Mode of study
N/A	PGCHE	Post Graduate Certificate in Higher Education (PGCHE)	1-3 years	Part-time, Modular Distance Learning
Credits/Level	UK (England)	60 at level 7	ECTS	30

<b>Faculty</b>	Postgraduate Studies
<b>Awarding Institution</b>	<i>ifs</i> School of Finance
<b>Relevant QAA benchmark(s), internal, and other reference points</b>	<p>The programme has drawn on, and where relevant been mapped to, the following reference points:</p> <ul style="list-style-type: none"> <li>• QAA Level 7 Descriptors in the FHEQ (August 2008)<sup>1</sup></li> <li>• QAA Subject Benchmark Statement for Master's degrees in Business and Management (2007)<sup>2</sup></li> <li>• QAA Master's Degree characteristics(March 2010)<sup>3</sup></li> <li>• QAA Higher Education Credit Framework for England (August 2008)<sup>4</sup></li> <li>• <i>ifs</i> School of Finance Code of Practice for Quality Assurance<sup>5</sup></li> <li>• <i>ifs</i> School of Finance credit framework<sup>6</sup></li> <li>• HEA UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education<sup>7</sup></li> <li>• HEA's Review of The UK Professional Standards Framework (UKPSF) for Higher Education (2010)<sup>8</sup></li> </ul>

<sup>1</sup> <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>  
[last accessed 23 December 2010]

<sup>2</sup> <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf>  
[last accessed 23 December 2010]

<sup>3</sup> <http://www.qaa.ac.uk/academicinfrastructure/benchmark/masters/MastersDegreeCharacteristics.pdf>  
[last accessed 23 December 2010].

<sup>4</sup> <http://www.qaa.ac.uk/england/credit/creditframework.pdf>  
[last accessed 23 December 2010]

<sup>5</sup> <http://www.ifslearning.ac.uk/Qualifications/ProfessionalHigherEducation/HERegulations/HERegs/CodeOfPractice.aspx> [last accessed 23 December 2010]

<sup>6</sup> [http://www.ifslearning.ac.uk/Libraries/Academic\\_Library\\_Documents/credit\\_framework.sflb.ashx](http://www.ifslearning.ac.uk/Libraries/Academic_Library_Documents/credit_framework.sflb.ashx)  
[last accessed 23 December 2010]

<sup>7</sup> <http://www.heacademy.ac.uk/assets/York/documents/ourwork/professional/ProfessionalStandardsFramework.pdf>  
[last accessed 23 December 2010]

<sup>8</sup> [http://www.heacademy.ac.uk/assets/York/documents/ourwork/rewardandrecog/UKPSF\\_Consultation\\_document\\_Nov10.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/rewardandrecog/UKPSF_Consultation_document_Nov10.pdf) [last accessed 7 January 2011]

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### 2. PROGRAMME PROFILE

This master's level programme is a blend of the 'Type II specialised/advanced study' and 'Type III professional/practice' master's (as described in the consultation document for master's degree characteristics), in that it enables participants to build on their prior study in the field and/or their employment experience, with an emphasis on helping them to develop a broader and more reflective understanding of issues related to the theory and practice of learning and teaching.

The teaching, learning and assessment strategy for the programme is designed to ensure that participants are encouraged to integrate theory and practice, challenging the latter in the light of the former, and vice versa, in line with *ifs's* ethos. The learning and teaching, in summary, is offered principally via online distance learning supported by a range of resources including academic journal articles, relevant websites and activities. Discussion forums support the participants' developing abilities to critique and challenge received wisdom, both academic and practice-based. The assessment supports the orientation to practice-based authenticity with a mix of assessment tools deployed both across the programme and within individual modules in line with the *ifs's* Code of Practice for Quality Assurance. These tools include assignments, reflective journals, and independent projects.

### 3. AIMS OF THE PROGRAMME

The programme aims to:

1. Enable participants to develop a broad and comprehensive knowledge and understanding of the core elements of learning and teaching principles.
2. Develop and extend practitioners' repertoire of teaching skills in workshop, online and distance learning environments.
3. Provide participants with opportunities to investigate and analyse a range of issues relating to learning, teaching, assessment and student support within the wider higher education environment with a focus on academic practice within the provision of banking and finance education.
4. Engage in practitioner debate to critique theoretical frameworks in the light of applying theory to practice and practice to theory.
5. Develop participants' competence and application of the assessment of learning.
6. Enable participants to undertake and apply academic research to critique and analyse their own strategies relating to teaching, assessment and evaluation of learning.
7. Develop participants' ability to work at the frontiers of current knowledge and understanding of how adults learn, applying this understanding to individual learning cohorts.
8. Give participants insights into and understanding of the wider issues and tensions confronting higher education both nationally and internationally.
9. Enhance participants' ability to become autonomous and self-directed learners to enable them to manage their own development as professional educators.

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### 4. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

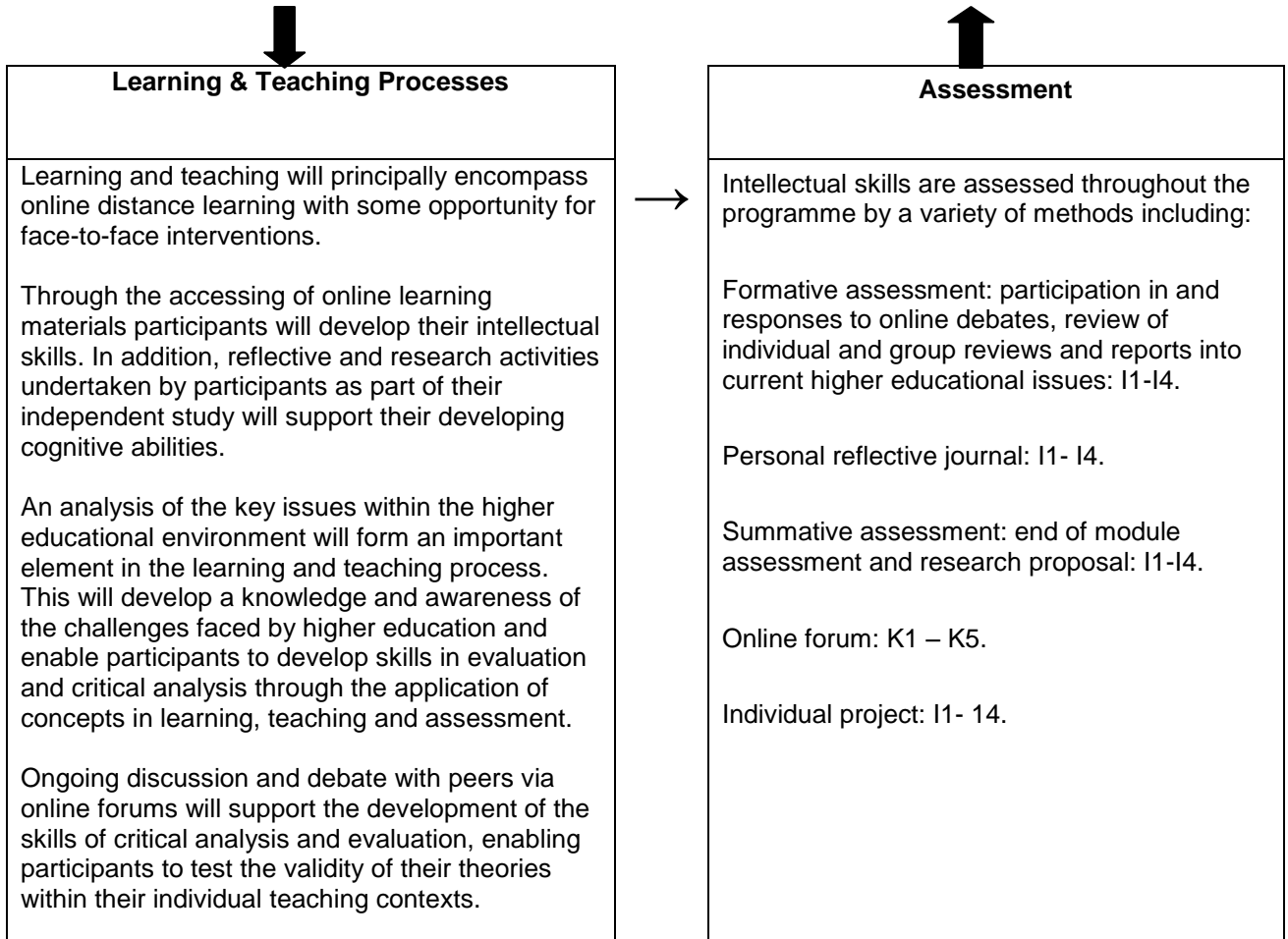
<b>A. Knowledge and Understanding</b>	
By the end of the programme participants should be able to:	
<b>K1</b>	Define and understand appropriate methods of learning and teaching in their own subject area and at the appropriate level.
<b>K2</b>	Demonstrate knowledge and understanding of models of how students learn.
<b>K3</b>	Demonstrate a critical understanding of the use of learning technologies appropriate to the context in which they teach.
<b>K4</b>	Outline methods for evaluating their own teaching and demonstrate a critical understanding of the implications of quality assurance for their own practice.
<b>K5</b>	Demonstrate an understanding of the methods for the development of further individual research.



<b>Learning &amp; Teaching Processes</b> (to allow participants to achieve intended learning outcomes)		<b>Assessment</b> (of intended learning outcomes)
<p>Learning and teaching will principally encompass online distance learning with some opportunity for face-to-face interventions.</p> <p>Through the accessing of online learning materials participants will develop their knowledge and understanding of core learning and teaching concepts. This is complemented by the work participants undertake through the <i>ifs</i> Virtual Learning Environment. The module content, available online for all participants, introduces participants to the key themes and issues in each module and topic, and links to core higher education academic articles, readings, case studies.</p> <p>Discussion and debate with peers within online forums and optional face-to-face interventions will support the development of knowledge and understanding across the broad spectrum of higher education, enabling participants to gain insights into educational practice with particular applicability to banking and finance.</p>	→	<p>A range of assessments is used within the programme to assess knowledge and understanding including:</p> <p>Formative assessment: K1, K3, K4.</p> <p>Personal reflective journal: K1 – 4.</p> <p>Summative assessment:</p> <p>End of module assessment: K1-K5.</p> <p>Online forum: K1 – K5.</p> <p>Individual project: K1-K5.</p>

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<b>B. Intellectual Skills</b>	
By the end of the programme participants should be able to:	
<b>I1</b>	Synthesise information from a variety of sources in order to gain a coherent understanding of educational theory and practice, and to apply it within an academic environment.
<b>I2</b>	Evaluate current research and scholarship in learning and teaching.
<b>I3</b>	Critically evaluate and reflect on current issues in the higher education environment with particular reference to the banking and financial industry.
<b>I4</b>	Critically analyse and evaluate learning and teaching strategies.



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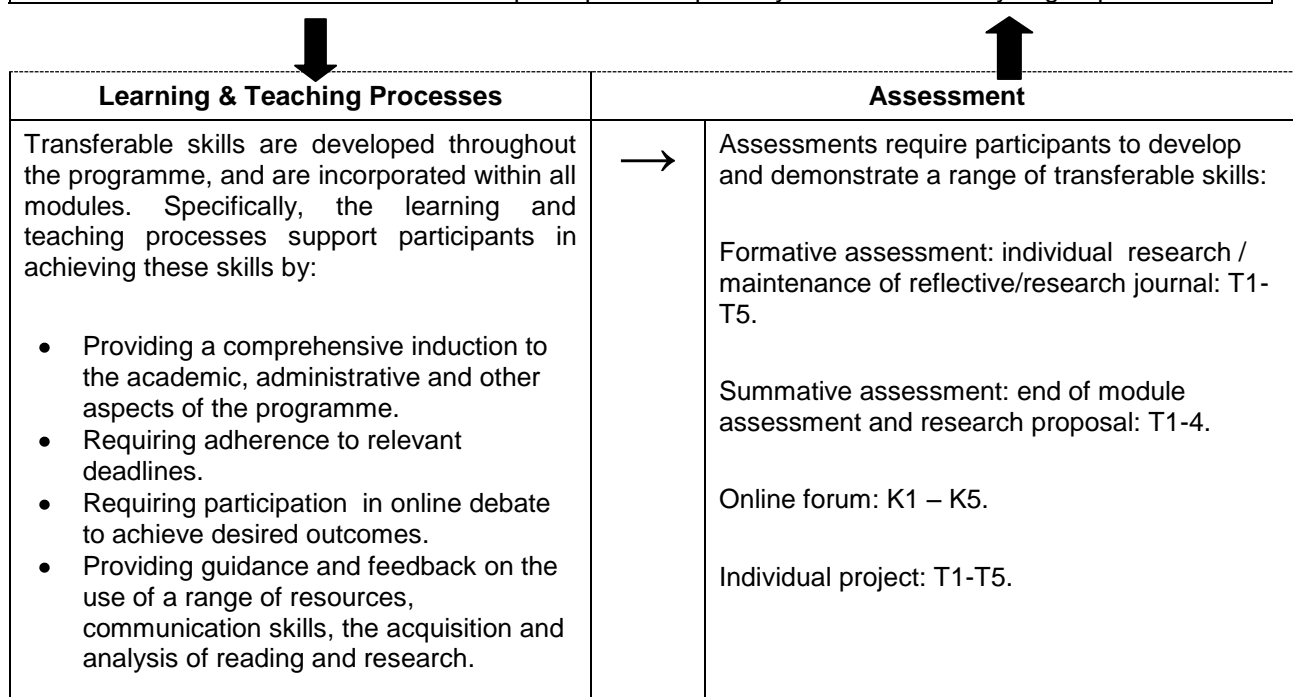
<b>C. Practical Skills</b>	
By the end of the programme participants should be able to:	
<b>P1</b>	Design higher education programmes, modules or schemes of work.
<b>P2</b>	Evaluate a wide range of learning and teaching methods and identify appropriate methods to use with large, small groups and online learning.
<b>P3</b>	Recognise the diverse needs of students, to respond to the needs of widening participation, equal opportunity, disability legislation and to provide support to students in both academic and pastoral situations.
<b>P4</b>	Evaluate a wide and appropriate range of assessment methods and identify appropriate methods to support student work and record achievement.
<b>P5</b>	Operate and develop effective teaching and / or research and relative administrative processes within quality codes of practice.



<b>Learning &amp; Teaching Processes</b>	<b>Assessment</b>
<p>Practical skills are developed primarily through the self-directed study activities undertaken by participants individually and in groups online.</p> <p>Research and development by participants of their own individual areas of interest will support the development of a review of the literature, information seeking and evaluation and planning and preparation of specific research projects.</p>	<p style="text-align: center;">→</p> <p>Assessments require participants to develop and demonstrate skills of research and information seeking and evaluation, and to integrate theory and practice:</p> <p>Formative assessment: research for individual projects; P1-P3, Peer Observation P1 – 4.</p> <p>Personal reflective journal: P1 – P4.</p> <p>Summative assessment: end of module assessment and research proposal: P1-P5.</p> <p>Online forum: K1 – K5.</p> <p>Individual project: P1-P5.</p>

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<b>D. Transferable Skills and Personal Qualities</b>	
By the end of the programme participants should be able to:	
<b>T1</b>	Take responsibility for their independent learning and continuing professional development using a variety of academic resources.
<b>T2</b>	Work independently, exercising initiative and personal responsibility to meet deadlines.
<b>T3</b>	Show competency in research and data acquisition.
<b>T4</b>	Communicate effectively in a range of media and in a manner appropriate for the audience.
<b>T5</b>	Work in teams and participate competently and constructively in group activities.



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### 5. THE STRUCTURE OF THE PROGRAMME AND CURRICULUM PROGRESSION

The course is made up of three 20-credit compulsory modules each taught online:

Module	Module Name	Status	Credits
Module 1	Learning & Teaching in Higher Education	Compulsory	20
Module 2	Academic Practice in Banking & Finance	Compulsory	20
Module 3	Individual Project	Compulsory	20

The Post Graduate Certificate in Education (in part-time mode of study) is taught across a twelve month period. The programme has been structured on the expectation that participants will study the modules in the order stated, taking a module in the first term, one each in the next two terms.

The timetable in outline is thus:

Winter Term	Module 1
Spring Term	Module 2
Summer Term	Module 3

Flexibility is available to participants who require to take breaks in the timetable; the course must be completed in a maximum of three years.

### 6. MODULE OVERVIEW

#### Module One - Learning and Teaching in Higher Education

This module will be based substantially upon the current Academic Development Programme, enabling participants to gain an insight into the fundamentals of how adults learn, teaching strategies that may be employed, and the use of effective assessment tools to demonstrate learning is taking place. The module also explores the specific conditions of online and distance learning, and the nature and limits of student support.

#### Module Two - Academic Practice in Banking and Practice

This module explores higher education learning and teaching with specific reference to banking and finance. The module will provide participants with an opportunity to explore the specific issues related to their teaching and students' learning within the fast changing and demanding financial services environment.

#### Module Three - Individual Project

A 4,000 word project on a topic of the student's choice (decided in consultation with their supervisor). This gives the participants the opportunity to plan, design and carry out primary and/or secondary research, and to analyse and present findings in written form.

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### 7. CREDITS AND AWARDS

The PGCHE is made up of **60 credits**. 1 credit approximates to 10 student effort hours, and the total course thus requires an average of 600 hours effort.

On successful completion of the full programme, they will be entitled to be awarded the **Post Graduate Certificate in Higher Education**.

*All post-probationary members of the ifs Academic Community may also be able to take individual modules of the course as a part of a postgraduate executive education programme.*

### 8. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

The first week of Module 1 focuses on an acclimatisation to the online environment. The online induction will be complemented by tutor support via the Virtual Learning Environment, and by email and telephone contact where required. In terms of ongoing support, the online forum will be managed by the programme team. In addition, each student will have a personal tutor, to whom any enquiries may be addressed. The personal tutor will be a member of the programme team and will be able to redirect requests if appropriate (e.g. to the Higher Education Support Advisers on matters of time management). The personal tutor will be the first point of contact for non-academic matters throughout the course. Additional, ongoing support will be available via the personal tutor for any students experiencing difficulties with the online learning resources. Email, telephone and face-to-face support (the latter within the UK only) will be available, and video conferencing will be made available if necessary to overseas participants.

Each module will have a module leader, except for Module 3 which will have two joint leaders, who will, individually, supervise participant's individual projects. Ongoing, regular support for each participant will be a feature of the module.

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### 9. CURRICULUM MAP OF PROGRAMME MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

Course Unit Title and code (including placements, field courses and other programme components)	Knowledge & Understanding					Intellectual Skills					Practical Skills				Transferable Skills & Personal Qualities					
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6
Academic Practice in Banking and Finance	DA	DA	DA	DA	D	D	DA	D	DA		DA	DA	DA	DA	D	DA		DA	D	
Learning and Teaching in Higher Education	DA	DA	DA	DA	DA	DA	DA	D	DA		DA	DA	D	D	D	DA		DA	D	
Individual Project	A	A	A	A	A	A	A	A	A		A	DA	DA	DA	A	A	DA	A	A	

#### Legend for cells

**D = skills are taught or developed by students within this course unit**

**A = skills are assessed within this course unit**

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### 10. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions criteria of the *ifs School of Finance*. Entry requirements are thus normally:

- A first degree (normally 2:1 or above) or equivalent (e.g. a professional qualification recognised at being at degree level).
- Completion of a probationary period with the *ifs School of Finance*. Minimum two years' of teaching, training or learning support experience.
- Industry experience is preferred but not essential.
- Candidates for whom English is not their first language would be expected to demonstrate competence through evidence of having taken their first degree in English, through achieving an IELTS score of 6.5 or above, or similar.

Exceptional candidates not possessing these requirements may be considered if they can demonstrate their ability to achieve at this level and contribute to the debates, discussions and work of the online learning set.

### 11. PROGRESSION AND ASSESSMENT REGULATIONS

- A maximum of three years is permitted to complete the PGCHE (part-time mode of study).
- Participants must achieve a total of three module passes.
- The pass mark for each module is 50%.
- The Individual project will be 4,000 words.
- Participants are permitted two attempts to pass a module to remain eligible for the PGCHE.
- The PGCHE classification is based on the average weighted mark achieved for each module studied under *ifs School of Finance* regulations.
- Full details for assessment arrangements can be found in the Programme Handbook.
- Participants should also familiarise themselves with the General and Academic Regulations for Students, the Code of Practice and the Student Charter.