Programme Specification – 2016/17

1. Awarding body
   University of Surrey

2. Teaching institution (if different)
   N/A

3. Final award and programme/pathway title
   MA in Higher Education
   MA in Higher Education (Veterinary Education)
   MA in Higher Education (Academic Leadership)
   MA in Higher Education (Technology Enhanced Learning)

4. Subsidiary award(s) and title(s)
   Award | Title
   PGDip | Higher Education
   PGCert | Higher Education
   CPD Modules

5. FHEQ Level
   7

6. Credits and ECTS credits
   180 UK credits, 90 ECTS credits

7. Name of Professional, Statutory or Regulatory Body (PSRB)
   N/A

8. Mode of study and route code
   Mode of study | Route code
   Full-time | N
   Full-time with PTY | N
   Part-time | Y
   Distance learning | Y
   Short course | N

9. JACs code
   N/A

10. QAA Subject benchmark statement (if applicable)
    N/A

11. Other internal and / or external reference points
    The D3 level of the UK Professional Standards Framework which is equivalent to Senior Fellow of the HEA

12. Faculty and Department/School
    Department of Higher Education

13. Programme Leader
    Professor Ian Kinchin

14. Date of production/revision of the specification
    July 2016

15. Educational aims of the programme
    - **Contribute** to the development of participants’ theoretically informed understandings, and teach in ways that support epistemological access for a diverse student body.
    - **Respect** participants’ disciplinary backgrounds, and encourage participants to interrogate the nature of their own disciplines and relate this to ideas presented in the programme.
    - **Promote** reflective practice, requiring critical engagement based on evidence and theory with the roles and practices of higher education teaching, rather than having as its goal the teaching of a set of generic skills and techniques.
    - **Disrupt** participants’ existing beliefs about teaching and learning.

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

   The overarching programme learning outcomes are:
   - **PLO1: Evaluate** the appropriate approaches for applying teaching and learning strategies within various contexts (all awards)
   - **PLO2: Critically assess** the role of theory, methodology and evidence in the policy and/or practices of higher education (all awards)
- **PLO3**: Apply theoretically informed understandings to various contexts in higher education (all awards)
- **PLO4**: Justify an investigation of a *personally* selected higher education issue using appropriate theoretical and/or methodological frameworks (PGDIP and MA awards)
- **PLO5**: Evaluate the analytical outcomes of an investigation of a *personally* selected higher education issue within the context of the higher education literature (MA awards)

### Knowledge and understanding

- **PLO1**: Evaluate the appropriate approaches for applying teaching and learning strategies within various contexts (all awards)
- **PLO2**: Critically assess the role of theory, methodology and evidence in the policy and/or practices of higher education (all awards)

### Intellectual / cognitive skills

- **PLO1**: Evaluate the appropriate approaches for applying teaching and learning strategies within various contexts (all awards)
- **PLO2**: Critically assess the role of theory, methodology and evidence in the policy and/or practices of higher education (all awards)
- **PLO3**: Apply theoretically informed understandings to various contexts in higher education (all awards)
- **PLO4**: Justify an investigation of a *personally* selected higher education issue using appropriate theoretical and/or methodological frameworks (PGDIP and MA awards)
- **PLO5**: Evaluate the analytical outcomes of an investigation of a *personally* selected higher education issue within the context of the higher education literature (MA awards)

### Professional practical skills

- **PLO1**: Evaluate the appropriate approaches for applying teaching and learning strategies within various contexts (all awards)
- **PLO3**: Apply theoretically informed understandings to various contexts in higher education (all awards)
- **PLO4**: Justify an investigation of a *personally* selected higher education issue using appropriate theoretical and/or methodological frameworks (PGDIP and MA awards)
- **PLO5**: Evaluate the analytical outcomes of an investigation of a *personally* selected higher education issue within the context of the higher education literature (MA awards)

### Key / transferable skills

- **PLO1**: Evaluate the appropriate approaches for applying teaching and learning strategies within various contexts (all awards)
- **PLO3**: Apply theoretically informed understandings to various contexts in higher education (all awards)
- **PLO4**: Justify an investigation of a *personally* selected higher education issue using appropriate theoretical and/or methodological frameworks (PGDIP and MA awards)
- **PLO5**: Evaluate the analytical outcomes of an investigation of a *personally* selected higher education issue within the context of the higher education literature (MA awards)

17. **Programme structure** – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are
semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits and, additionally Master’s dissertations 90 credits. The Research Dissertation module is worth 60 credits and is indicative of 600 hours of learning, comprised of supervision, fieldwork and dissertation writing. The Research Dissertation module takes place in Semesters 5 and 6 i.e. the third year.

Credits achieved from completing the dissertation / final project module cannot be attributed to a subsidiary award. Students are unable to submit their dissertation until they have successfully completed their taught modules.

List of pathways:
MA in Higher Education (Veterinary Education)
MA in Higher Education (Academic Leadership)
MA in Higher Education (Technology Enhanced Learning)

Participants are made aware of these pathways at the start of the programme when they are selecting modules. Participants can transfer between pathways, providing they have completed the required taught modules, until the submission of their research dissertation, as their dissertation has to focus on their pathway.

This programme is studied over 3 academic years and is part-time via distance learning. In order to achieve the principal award of an MA a student must complete 180 credits, with a minimum of 150 credits at FHEQ level 7 and the remainder at FHEQ level 6. Students are also eligible to exit the programme with the following subsidiary awards:

- PG Dip – 120 credits with a minimum of 90 credits at FHEQ level 7 and the remainder at FHEQ level 6
- PG Cert – 60 credits with a minimum of 45 credits at FHEQ level 7 and the remainder at FHEQ level 6

In order for students to progress they must achieve a minimum average of 50%.

On successful completion of the PGDip in Higher Education and a review of a portfolio of work via an accreditation panel, participants may apply to become a Senior Fellow of the Higher Education Academy (subject to accreditation).

Programme adjustments (if applicable)
N/A

FHEQ Level (7): Potential awards – MA /PGDip / PGCert

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCAM001</td>
<td>Teaching in your own discipline</td>
<td>Compulsory</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>GCAM002</td>
<td>Researching in Higher Education</td>
<td>Compulsory</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>GCAM003</td>
<td>Research Dissertation</td>
<td>Compulsory</td>
<td>60</td>
<td>1&amp;2</td>
</tr>
<tr>
<td>GCAM011</td>
<td>Signature Concepts in Higher Education</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>GCAM007</td>
<td>Evaluating Educational Research</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>GCAM004</td>
<td>Assessment and Feedback</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>GCAM008</td>
<td>From Student Voice to Co-Enquiry</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>GCAM010</td>
<td>Peer Observation of Teaching</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>GCAM009</td>
<td>Moving into Academic Leadership</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>GCAM005</td>
<td>Designing Technology Enhanced Learning</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>GCAM006</td>
<td>Exploring Technology Enhanced Learning</td>
<td>Optional</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>GCAM012</td>
<td>Veterinary Clinical Teaching</td>
<td>Optional</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

Choose 6 from the 10 listed optional modules

<table>
<thead>
<tr>
<th>GCAM013</th>
<th>Technical and Professional Skills Teaching in Veterinary Education</th>
<th>Optional</th>
<th>15</th>
<th>2</th>
</tr>
</thead>
</table>

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

<table>
<thead>
<tr>
<th>Associate Tutor(s) / Guest Speakers / Visiting Academics</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Training Year (PTY)</td>
<td>N/A</td>
</tr>
<tr>
<td>Placement(s) (study or work that are not part of the PTY or Erasmus Scheme)</td>
<td>N/A</td>
</tr>
<tr>
<td>Clinical Placement(s) (that are not part of the PTY Scheme)</td>
<td>N/A</td>
</tr>
<tr>
<td>ERASMUS Study (that is not taken during Level P)</td>
<td>N/A</td>
</tr>
<tr>
<td>Study exchange(s) (that are not part of the ERASMUS Scheme)</td>
<td>N/A</td>
</tr>
<tr>
<td>Dual degree</td>
<td>N/A</td>
</tr>
</tbody>
</table>

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)