1. **Programme Title(s):**

   Postgraduate Certificate in Learning Technologies

2. **Awarding body or institution:**

University of Leicester

3. a)   **Mode of study**

   Part-time

   b)   **Type of study**

Distance Learning

4.   **Registration periods:**

The normal period of registration is one year;

The maximum period of registration is two years.

5. **Typical entry requirements:**

First degree (usually 1st, 2:1 or 2:2),
The certificate is open to graduates who are working in an educational setting in either a paid or voluntary position.
Students must be native speakers of English, or have English Language qualifications to Level 6.5 IELTS (with a minimum of 6 on any of the four skills), or equivalent.

 6.   **Accreditation of prior learning:**

No accreditation of prior learning can be accepted on this standalone PG Certificate course.

7. **Programme aims:**

The programme aims to enable students to demonstrate that they can:
   - critique different e-pedagogies
   - evaluate a range of technologies and discuss their implications for learning
   - demonstrate skills in searching for , critical analysis of and collation of academic resources
   - critique the use of technologies in a variety of learning contexts
   - conceptualise the learning design process from different perspectives
   - apply a range of learning design resources, tools and methods to a learning intervention
   - critique a range of pedagogical approaches using a learning design perspective and the role played by different technologies in supporting these
   - review and debate the theoretical underpinnings of learning design
   - construct an innovative storyboard, learning activities and a structure for applying it in a real learning context

8. **Reference points used to inform the programme specification:**

Where appropriate, course options will take account of the National Curriculum for the country and age group of children or young people with whom students are working.

QAA Masters Degree Characteristics

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf

University of Leicester Learning and Teaching Strategy
http://www2.le.ac.uk/offices/sas2/quality/learnteach

University of Leicester Examining Code of Practice
http://www2.le.ac.uk/offices/sas2/quality/codes/documents/examining-code.pdf/view

University of Leicester Code of Practice on Distance Learning
http://www2.le.ac.uk/offices/sas2/quality/codes/documents/distancelearning.pdf/view

Guidelines on the University's personal tutor system

http://www2.le.ac.uk/offices/sas2/quality/documents/personal-tutor-system.pdf

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
Enhanced knowledge of aspects of subject knowledge and subject pedagogy	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.
Concepts		
Enhanced knowledge of theoretical frameworks relevant to learning and teaching	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.
Techniques		
Mastery of educational research methods	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.
Critical analysis		
Ability to apply understanding of theoretical frameworks and research methodology with independence and rigour	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays, contributions to relevant online forums, blogs and wikis.
Presentation		
Mastery of presentation methods appropriate to a variety of audiences within the field of education	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.
Appraisal of evidence		
Ability to analyse and assess educational policy and reform, and findings from research and inspection	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays, contributions to relevant online forums, blogs and wikis.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Transferable skills		
Research skills		
Ability to locate, organise and marshal evidence, report on findings analyse complex ideas and construct critical arguments	Seminars relating specifically to research methods, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays, contributions to relevant online forums, blogs and wikis.
Communication skills		
Ability to deliver oral and visual presentations appropriate to the audience, respond to questioning and write clearly and cogently	Seminars, tutorials	Oral presentations, Visual presentations accompanied by narrations, essays, contributions to relevant online forums, blogs and wikis.
Data presentation		
Ability to present research findings clearly and effectively, using appropriate IT resources	Seminars relating specifically to research methods, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays, contributions to relevant online forums, blogs and wikis.
Information technology		
Ability to evaluate a range of IT applications and to use IT effectively	Seminars relating to pedagogy and to research methods, independent study	Oral presentations, Visual presentations accompanied by narrations, contribution to appropriate Open Educational Resource repositories.
Problem solving		
Ability to identify main features of a problem, examine alternative solutions, and plan and carry out suitable actions.	Seminars, tutorials	Oral presentations, Visual presentations accompanied by narrations, essays, contributions to relevant online forums, blogs and wikis.
Working relationships		
Ability to contribute to and comment on ideas in seminar groups	Seminar activities	Contributions to seminars, contributions to relevant online forums, blogs and wikis.
Managing learning		
Use theory and the practice learned from the course and wider academic and professional community to reflect on own practice	Engagement with professional communities and peers on reflective activities.	Contributions to seminars, contributions to relevant online forums, blogs and wikis.
Career management		
Identifying benefits of Level 7 study & transferable skills to match career development needs.	Tutorial support	Tutorial discussion, reflective blog.

10. Special features:

The Postgraduate Certificate in Learning Technologies is an innovative offering, which combines theory with practice. The programme offers unique opportunities to study the present and future of learning innovations through technology across different educational settings. It is led by academics from the Institute of Learning Innovation of the School of Education who are engaged in research to influence and shape learning innovations. Working with them and in collaboration with learning

technology professionals and researchers from around the world, students will be at the forefront of the latest pedagogical and technological innovations as they happen.

As they work through the programme, students will be guided by extensive online resources, their personal tutor and learning sets, i.e., small groups of participants who meet regularly online to discuss issues of mutual importance. They will learn to use the knowledge they acquire to extend their passion for enhancing the experiences of learners through innovation. They will have the opportunity to take part, online or on campus, in the Institute of Learning Innovation's bi-annual research workshops.

Throughout the programme, ICT literacy and familiarity with new tools and technologies will be developed alongside discipline-based content.

11. Indications of programme quality:

The programme will appoint an external examiner with relevant expertise to cover all the modules, who reports annually on the quality of the programme.

12. Scheme of Assessment

This programme follows the regulations governing taught postgraduate programmes of study.

13. Progression points

Student can use the PG Cert as APL and join the second year of MAIE or MAE: LT programmes.

14. Rules relating to re-sits or re-submissions:

The regulations that apply to the "criteria for and classification of awards" are regulation 6.32-6.41 in the following link - http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg6-pgt.pdf. 6.33 applies to PG certificates.
The number of credits of taught modules that a student shall be entitled to re-sit or re-submit is half of the credit value of the taught component of the programme, up to a maximum value of 60 credits. For the PG Certificate that would mean that a student can only resubmit <u>one</u> module (30 credits). If a student was therefore to fail both modules then they would not be eligible for any award.

15. Additional information [e.g. timetable for admissions]

Admissions will normally be in line with the academic year.

Appendix 1: Programme structure (programme regulations)

Curriculum:
Candidates will undertake 2 taught modules

Module   titles:

ED7616   Learning Technologies 1: Technology-Enhanced Learning
ED7617   Learning Technologies 2: Learning Design for 21st Century

Assessment:
Assessment for the taught modules is through coursework, employing a variety of tasks including essays, portfolios and presentations.

Qualifications awarded:

Candidates, who satisfactorily complete the assessments for each of the taught modules will exit with 60 credits, and will be awarded a Postgraduate Certificate. This qualification can be used as the equivalent to the campus based MAE: LT module and therefore APL used for progression onto the second year of the MAE: LT course if the student wishes.

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

JACs codes applicable to programme: X100; X200; X300