UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 03/03/2021 **Last amended: 04/11/2022** **Version no.** 1

Please note, this programme is currently undergoing review as part of the University's continuous cycle of curriculum enhancement. The information in Appendix 1 represents the current structure and content of the programme. Any future enhancements to the programme in terms of content will be communicated to applicants and offer holders once finalised.

1. Programme title(s) and code(s)

Postgraduate Certificate in Learning Technologies

HECOS Code

HECOS Code	%
101246	100%

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 for the Postgraduate Certificate in Learning Technologies is one year

The maximum period of registration for the Postgraduate Certificate in Learning Technologies 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

N/A

7. Programme aims

The programme aims to enable you to demonstrate that you 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

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Enhanced knowledge of aspects of subject knowledge and subject pedagogy	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Enhanced knowledge of theoretical frameworks relevant to learning and teaching	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Mastery of educational research methods	Seminars, tutorials, independent study	Oral presentations, Visual presentations accompanied by narrations, essays.

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to contribute to and comment on ideas in seminar groups	Seminar activities	Contributions to seminars, contributions to relevant online forums, blogs and wikis.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.

For the Year in Industry variant, the additional Special Features apply

11. Indicators 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. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

13. Progression points

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

- Students can use the PG Cert as APL and join the MAIE Distance Learning programme.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

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

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

Admissions will normally be in line with the academic year.

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught		30 credits	30 credits	
Optional				
Dissertation/project				

60 credits in total

Level 7/Year 1

Core modules

Delivery period	Code	Title	Credits
October	ED7601	Technology-Enhanced Learning	30 credits
March	ED7602	Learning Design for the 21st Century	30 credits

Appendix 2: Module specifications

See taught postgraduate module specification database [Login required] (Note - modules are organized by year of delivery)

Appendix 3: Module mapping matrix

Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance document when completing the sections below. ***This is an internally-facing document which will not be shared directly with prospective or future students.***

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.			

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.			

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.			

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.			

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. ***Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.***

[1] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

[2] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

[3] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

[4] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).