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Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title Postgraduate Diploma in Arts Learning and Teaching in Higher Education (PGDip ALTHE)

1.	**Awarding Institution/Body**	University of Kent
2.	**Teaching Institution**	Northern School of Contemporary Dance
3.	**School responsible for management of the programme**	School of Arts
4.	**Teaching Site**	Northern School of Contemporary Dance, Leeds
5.	**Mode of Delivery**	*Part-Time (2 years)*
6.	**Programme accredited by**	*Not applicable*
7.	**a) Final Award**	PG Dip Arts Learning and Teaching in Higher Education
7.	**b) Alternative Exit Awards**	PG Cert Arts Learning and Teaching in Higher Education
8.	**Programme**	PG Dip Arts Learning and Teaching in Higher Education
9.	**UCAS Code (or other code)**	Not applicable
10.	**Credits/ECTS value**	*120 Credits (PG Dip), 60 credits (PG Cert)*
11.	**Study Level**	*Postgraduate (Level 7)*
12.	**Relevant QAA subject benchmarking group(s)**	Drama Dance and Performance (2015) https://www.qaa.ac.uk/quality-code/subject-benchmark-statements *This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to Level 7 study.*
13.	**Date of creation/revision** *(note that dates are necessary for version control)*	*May 2018*
14.	**Intended Start Date of Delivery of this Programme**	*from September 2019*

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15. Educational Aims of the Programme
The programme aims to:

1. Provide an excellent quality of Higher Education provision in the field of arts pedagogy, through the theoretical and practical application of UK professional standards Framework (UKPSF, 2011) for teaching and supporting learning in Higher education.
2. Enable the student to reflect on, and engage with, their teaching practice at an increasingly conceptual and theoretical level; theorising their practical knowledge and experience, and applying theoretical learning to their daily teaching practice.
3. Equip individuals to become critically reflective educational practitioners, able to develop their own professional practice and skills in teaching or student support, and to encourage enhancement in learning and teaching constructively in their institution.
4. Equip a student to plan, deliver and evaluate their teaching, learning, assessment, feedback and student support strategies appropriate to their role and discipline.
5. Equip the student with the knowledge and skills to plan and deliver curriculum which reflects inclusive learning environments
6. Equip the student to contribute to learning communities that value professional attitudes, diversity and equality of opportunity, inclusivity and ethical practice.
7. Equip the student with the knowledge and experience to design and/or support assessment opportunities, carry out or support assessment and support the learning process with feedback.
8. Provide extensive opportunities for students to reflect upon and critically examine their practice, promoting significant individual personal and professional development in diverse artistic, academic and professional settings.
9. Provide a supportive and guiding environment in which practice can be shared and ideas cultivated in relation to teaching practice or learner support across a range learner contexts (large groups, small groups, creative supervision, tutoring, assessment and technology-enhanced learning and learner support).
10. Develop students' ability to undertake and articulate independent research and investigation into their own development, through sustained engagement with arts pedagogy and/or learner support.
11. Enhance intrapreneurship, professional development & career management
12. Equip students to achieve Descriptor 1 and/or 2 of the UKPSF (Associate Fellow or Fellowship of the Higher Education academy).

16 Programme Outcomes

The PGDip ALTHE programme provides opportunities for students to develop and demonstrate knowledge, understanding, intellectual skills, subject specific skills and other transferable skills as a lecturer or learning support officer, working within a Higher Education environment.

The programme outcomes make references to the subject benchmarking statement for Education studies (2015). This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to Postgraduate level study. The programme aims are underpinned by the UK Professional Standards Framework's (UKPSF, 2011) *professional values for teaching and supporting learning in higher education*, which are:

• V1 Respect individual learners and diverse learning communities

• V2 Promote participation in higher education and equality of opportunity for learners

• V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

• V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

This programme will recruit from a breadth of categories across the arts, and so include visual arts, film, circus and fine art as well as performing arts (dance, drama, theatre and music. This will encourage discourse and dialogue among participants in related specialisms from across the Higher Education arts sector. Similarities and contrasts in professional identities of the student population of this programme will provide an important and rich resource to the lectures, online delivery and reflexive processes. There is increased hybridisation and collaboration in arts practice and arts education, as such this programme encourages students to contribute to cross-disciplinary reflections. The programme supports a strong commitment to scholarship, combining subject delivery and/or subject support through the contexts of learning, teaching and supporting learners in Higher Education.

The programme's modular framework provides opportunities for students to engage with a number of areas of activity, core knowledge and professional values through analysis and reflexive practice related to all five of the UKPS Framework's *areas of activity:*

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

To demonstrate Northern School of Contemporary Dance's continued commitment to the UKPSF and to help students make transparent their own engagement with the framework, we have embedded the areas of activity, knowledge and values into the programme's learning outcomes and assessment activities. Engagement in the framework's five areas of activity will be demonstrated through essays, reflective statements, observed teaching or support practice, an action research project and self-development plan. These elements will map their praxis against the achievement of the learning outcomes across four modules.

A. Knowledge and Understanding of:

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1. the theoretical underpinnings of learning and teaching and student support, in general and in specific subject areas
2. current critical debates, concepts and discourses in higher education
3. critical perspectives on arts practice, encompassing a sophisticated awareness of new insights, informed by the forefront of their academic and professional practice
4. techniques to compare, contrast and critically reflect upon a range of research paradigms and research methods and apply these to enhancing an aspect of academic practice to improve student learning and learner support
5. the professional values inherent in effective academic practice or student support, including respect for individual learners, sound equality and diversity practices, ethical principles in research, widening participation
6. the use and value of appropriate learning technologies within arts pedagogy, assessment and learner support
7. the implications of quality assurance and quality enhancement for academic and professional practice
8. the different methods for evaluating the effectiveness of their professional practice, within the context of teaching and/or learner support
9. how established techniques of research and enquiry are used to develop and interpret knowledge in arts pedagogy and learner support
10. appropriate techniques and methodologies sufficient to allow detailed investigation into relevant issues related to arts pedagogy and learner support
11. an area pertinent to their own arts practice in relation to how students learn, both generally and within their own subject discipline

Skills and Other Attributes
B. Intellectual Skills:
1. the ability to adopt independent, flexible and innovative approaches in advancing knowledge and understanding
2. the ability to evaluate and improve own practice, with reference to theories and principles of learning and communication.
3. the ability to communicate the outcomes of qualitative and experiential learning through the process of critical analysis and reflective practice
4. the capacity to understand and apply principles of evaluation, quality assurance and quality enhancement to academic and professional practice
5. the capacity to critique and analyse professional development needs to enhance academic and professional practice
6. the ability to deal with complex issues creatively and systematically and make informed judgements and conclusions which are communicated clearly
7. the ability to demonstrate conceptual understanding of the subject discipline that enables critique of arts pedagogy through practice
8. the ability to undertake independent research in the field of arts pedagogy and/or learner support and disseminate this to the wider public

C. Subject-specific Skills:

1. the ability to apply knowledge of the underlying principles relevant to arts education in a Higher education setting, including learning process theories

2. the ability to develop and evaluate a range of practical approaches to teaching, learning and/or student support, set within the context of learning theories.
3. the ability to identify and apply a range of professional values to the understanding of arts based pedagogy and student support
4. the ability to design, plan and evaluate learning activities and programmes of study appropriate to discipline, level of study and student cohort
5. the capacity to analyse a range of learning contexts and how they can be effected including an understanding and respect for individual learner profiles and diverse learning communities
6. the ability to teach and support student learning effectively in their subject area, incorporating appropriate learning technologies
7. the ability to develop inclusive learning environments with consideration to the international and intercultural dimension of arts education/ learner support into their professional practice
8. the ability to design and conduct or support fair and valid assessments and provide effective feedback
9. the capacity to evaluate and critique their own strengths and avenues for development with regard to academic practice or student support and plan effective ways to continually develop their professional practice
10. the capacity to conduct education action research either individually or as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting
11. the ability to engage with emerging developments within the profession, whilst displaying commitment to ongoing professional development, through practice

D. Transferable Skills:

1. the ability to work in planned and improvisatory ways, clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options
2. the ability to connect with a wide variety of people: different gender; people from other social, educational, religious, cultural and racial backgrounds; individuals who have visible and non-visible disabilities and/or learner support needs
3. the ability to communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions for a variety of audiences
4. the ability to apply appropriate and effective decisions to complex and/or unpredictable situations
5. the capacity to operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments
6. the capacity to hold concentration and focus for extended periods
7. the ability to interact with colleagues on academic matters, offering and receiving feedback in a professional and respectful manner
8. the capacity to research and examine, information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections
9. the capacity to use information retrieval skills with an advanced degree of critical analysis, involving the ability to gather, sift, manipulate, synthesise, and organise material
10. the ability to apply a degree of high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; the ability to continue to learn through reflection on practice and experience

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Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

This programme uses a number of learning and teaching strategies aimed at developing participants' critical, reflective understanding of the principles underpinning pedagogical practice in higher education with particular reference to their own subject disciplines in the arts. The programme will comprise a series of seminars and workshops delivered by internal and visiting staff. The programme will also develop an online component within modules to support directed study through NSCD-Moodle Virtual Learning Environment (VLE). Students will have direct and remote access to forms, documents, texts and announcements online as well as shared areas and message boards. In addition, each participant will have the opportunity to meet a tutor for a number of one-to-one tutorials to discuss progress and/or plans for future professional development. As part of the programme's approach to learning and teaching, student-led seminars elements and peer observations are programmed in order to promote independence, autonomy and enhance dynamic group activity and participation. Peer support groups set up within the VLE will facilitate student support and interaction whilst on placement and between study days.

The postgraduate diploma is delivered through a series of interactive intensive study days. These offer the chance to experience and discuss a variety of learning activities, whilst allowing for time in the workplace to apply these to practice. Teaching aims to demonstrate good practice and therefore employs a range of styles. Learning opportunities will be given through tutor led sessions, working with academics, directed and independent study, group work, lectures, seminars, placement learning, professional practice (simulated and actual) and experiential learning. The course, will encourage students in their development of academic knowledge and enhancement of professional practice. Mentor support and observations of the student through their placement practice will encourage deeper analysis and engagement with continuing professional development, in their subject discipline and pedagogy, through research, scholarship and evaluation.

Access to technology and IT resources will enhance their digital capabilities in relation to appropriate learning technologies.

Lectures that place their practice at the heart of the enquiry: In the module Arts-Based Learning, Teaching and Assessment in Higher Education, students have the opportunity to examine the wider context in which Higher Education operates. This enables students to be informed as to the ways in which they as professionals (teach and/or support) and students (learn). Within this context the arising implications for their own professional development within a larger socio-political and economic climate are also well connected.
The use of NSCD-Moodle (VLE) will support tasks and formative feedback loops as part of directed study hours. These will include discussion forums, blogs and peer reviewed work.

Through Professional practice: Placement students will have the opportunity to contextualise learning within the context of being a lecturer and/or learning support officer in their current place of work. In some exceptional circumstances, it may be possible for NSCD to provide this placement in-house to visiting guest artists/lecturers. On placement, students work with an appointed professional mentor to gain a realistic understanding of the demands of working in a specific professional environment. This includes fully participating in design, planning and delivery of professional schemes of work to teach or within the context of learner support

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Students have the opportunity to analyse current academic frameworks and apply current codes of practice to support curriculum enhancement through curriculum / assessment design or learning support modules. This will help students to develop effective learning environments and identify innovation in their approaches to student learning, assessment and support.

Through independent action research, students are able to use evidence-informed approaches and outcomes from research in their professional practice and continued self-development.

Assessment Methods

The assessment strategy seeks to enable students to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance professional practice within a clear framework of the participants' own professional values. Assessments are designed to enable students to demonstrate that they have achieved the standards expected of qualified professionals and as such students put together evidence of practical competence in all aspects of teaching and/or learner support to the dimensions of the Professional Standards Framework. Practical assessment opportunities derive from 'real-world' classroom/learner support practice. The complexity of the skills required together with the reflection on and analysis of practice to enable ongoing development and improvement draw upon theoretical and contextual perspectives. Essay/report style assignments and/or presentations have the opportunity for formative feedback to be given on draft work to assist students to meet the required threshold standard at first attempt. Substantial prompt developmental feedback is provided for students in particular by module tutors, and by professional mentors when a student is on placement. Formal observation forms (in conjunction with institution formal observation schemes) are used to assist students identify their competence in classroom practice – this is for formative purposes only and to link with inspection processes.

Assessment will take the form of formative and summative assessments including assessment of subject knowledge, knowledge related to pedagogy, professional practice, working processes, reflexive practice, reflective writing, teaching or learner support practice, and action research methodologies. All participants' coursework should include a consideration of what they have learned from observing another member of staff teaching.

Coursework assignments will enable participants to demonstrate their engagement with the dimensions of the UK Professional Standards Framework (UKPSF): Areas of Activity A1-5, Core Knowledge K1 – K6 and Professional Value V1 – V4.

All participants are required to maintain a mapping document (available on Moodle) and submit this with each piece of coursework, showing how the assessed work relates to the UKPSF Areas of Activity, Core Knowledge and Professional Values. Participants complete and submit this record with each piece of coursework, ultimately providing a cumulative record as they reach the end of the PGDIP ALTHE programme. This record is used to assess participants' claim for Fellowship.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

The   UKPSF   mapping   document
https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf

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17 Programme Structures and Requirements, Levels, Modules, Credits and Awards
The PG Dip in Arts Learning and Teaching in Higher Education (PGDip ALTHE) is studied over two-years part-time. The programme is divided into two stages. Stage 1 comprises modules to a total of 60 credits. Stage 2 comprises modules to a total of 60 credits. Students must successfully complete each module to be awarded the specific number of credits for that module. Upon successful completion of both stages, students will achieve 120 credits and be awarded the Postgraduate Diploma in Arts Learning and Teaching in Higher Education

Where students successfully complete stage 1 only, they will achieve 60 credits and be awarded the PG Cert in Arts Learning and Teaching in Higher Education (PGCert ALTHE)
One credit corresponds to approximately ten hours of 'learning time' – these include classes, seminars, directed study, placement, private study and research. Thus obtaining 120 credits in the chosen period of study requires 1,200 hours of overall learning time. Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html
Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html. Students who obtain 120 credits at level 7, will be eligible for the award of postgraduate diploma. Students who obtain 60 credits at Level 7 will be eligible for the award of postgraduate certificate.
Compulsory modules are core to the programme and must be taken by all students studying on this programme. Appropriate time for the acquisition of skills, knowledge and understanding, as well as the important critical reflection is an important construct of the programme. This allows the students the opportunity to engage fully with the deeper practice of learning through an enquiring mind. Such constructs are defined by the QAA (2015) *Masters degrees characteristics* as being indicative of an 'in-depth knowledge and understanding of their profession, informed by current practices'.
Students have access to College resources and take advantage of the full range of student support systems provided by the College, including pastoral, academic and wellbeing.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

The modules PGLT1 Arts Based Learning, Teaching and Assessment in Higher Education and PGLT5 Independent Action Research Project cannot be compensated or condoned.

Stage 1: (60 Level 7 credits) year 1

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In order to achieve PG Cert in Arts Learning and Teaching in Higher Education, all assessments will undergo moderation by an internal moderator who is independent of the marking and module delivery. A significant sample of the work across the range of marks for each module is reviewed by the External Examiner. The External Examiner will witness a range of assessment and moderation processes during their visits to the school. Further support is provided from the College's academic, administration and support staff as required.

Stage 2: (60 Level 7 credits) year 2

These modules follow on from successful completion of stage 1. In the autumn term students undertake a placement to demonstrate their commitment to continued professional development. In the spring and summer terms, students undertake a substantial piece of independent or collaborative research, in which they are given the opportunity to work at an advanced level of action research relative to the field of study. Students are guided through the process by tutor support, who visits students at least twice during placement. There is an induction scheme for professional mentors (see section 18). The Module leader has overall responsibility for pastoral support, progress assessment of students on placement and maintains contact with the students through visits, the placement company's directorship and/or administration, the company mentors and directly with the students via email and phone calls. Further support is provided from the College's academic, administration and support staff as required.

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2 year Part – time route: Year one

Code	Title	Level	Credits	Term(s)
Stage 1 year 1				
Compulsory Module (non-compensatory and non-condonable)				
PGLT1	Arts Based Learning, Teaching and Assessment in Higher Education	7	30	1,2
Optional Modules: students will select one of the following				
PGLT2	Curriculum and Assessment Design in Higher Education	7	30	3
PGLT3	Learning Support in Higher Education	7	30	3

2 year Part – time route: Year Two

Code	Title	Level	Credits	Term(s)
Stage 2 year 2				
Compulsory Module				
PGLT4	Professional Practice: Placement	7	30	1,2
Compulsory Module (non-compensatory and non-condonable)				
PGLT5	Independent Action Research Project	7	30	2,3

18 Work-Based Learning

Work-based learning appropriately takes place in module PGLT4 Professional Practice: Placement. Location varies according to where the student is employed and who supports the

placement activity. Where this involves International students the placement will be connected directly to the school. Northern School of Contemporary Dance has a code of practice for placements policy which enables students to design a specific learner agreement with supporting institution and professional mentor. This Individually Negotiated Learner Plan (INLP) identifies clearly processes of induction, insurance, risk assessment and how module learning outcomes are achieved, assessed and supported through the placement activities. The placement design and delivery is monitored by module leader for PLGT4. Modules PLGT1, PGLT3 and PGLT5 are designed to connect study with work practices and as such are governed by the NSCD placements policy. The programme as a whole is designed for students to carry out observations, assist and lead taught classes or support sessions within their usual contracts. As a large proportion of the programme relates to work-based activities, where participants use their work experience to evaluate and enhance their professional skills and knowledge. We encourage participants to identify a senior more experienced colleague in their institution to be a host mentor. Host mentors (who will be drawn from a range of appropriate subject specialisms: Dance, Drama, Film, Visual arts, Fine arts, Circus, Music) play a particularly important role as an experienced member of staff with a close and detailed working knowledge of the participant's institution and discipline. They support the participant in other ways throughout their professional delivery. They might give advice on such things as:

- Choice of teaching method
- Dealing with problems arising in tutorials, seminars, lectures
- Assessment, marking schemes, marking criteria, standards etc.
- Gaining and giving feedback
- Institution procedures and policies related to learning and teaching
- Action research itself
- Reviewing written work as colleagues complete their portfolio

In relation to the programme, the host mentor acts as a 'critical friend' who provides a source of support and discussion for during study and practice on placement. The host mentor will have experience of teaching in the participant's discipline. She or he will also be aware of the institution context, and will be able to give advice on issues with which participants will engage as they progress through the programme.

Professional mentor Training
There is an induction scheme for professional host mentors (of the placement providers) run by NSCD. These annual meetings provide a chance for host mentors and practitioners to meet with the *PGDIP ALTHE* team to clarify issues associated with the scheme and to standardise the support system. The NSCD module leader has overall responsibility for pastoral support, progress and assessment of students on placement. It is the NSCD module leader who maintains contact with the students through visits, the placement company's directorship and/or administration, the professional mentors and directly with the students via email, Skype, facetime and phone calls. Students have regular tutorials to support the teaching, learning and assessment process.

Northern School of Contemporary Dance has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this programme we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of NSCD will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

19 Support for Students and their Learning

- Induction programme for placement mentors
- School induction programme
- Programme handbooks and module guides

Academic Support

The School provides students with a comprehensive range of support mechanisms to help them with their studies and their professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development. Module tutors provide support and guidance on course or progress issues as well as on more practical and pastoral matters. Students have access to module learning materials through the use of the student intranet facility. Module tutors and Student Services also arrange appropriate extra support where needed. Module tutors give individual and group feedback in class as well as one to one feedback in module tutorials. Following formal assessments, students receive formal feedback from the module tutor or representative of the assessment panel as appropriate.

The Student Review Board (SRB)

The Student Review Board monitors the progress, conduct and attendance of all students. If any of these areas are causing concern, the SRB alerts the student and identifies the appropriate School support mechanisms to help her/him to address them. The SRB can also instigate disciplinary action in accordance with CDD's supporting students through study policy and non-academic disciplinary Procedures.

Student Support Mechanisms

Through Academic Registry and Student Services, NSCD employs a range of qualified tutors to offer advice and assistance to students with a disability, medical condition, mental health difficulty or specific learning difficulty and who may require support to gain equal access to the curriculum.

Advice and Assistance Available:

- Assessment of educational support needs
- Training in the use of supportive technology with advice on how to access equipment
- Advice on study-related support
- Advice on funding and financial management
- Arranging dyslexia tests and tuition

- Information visits for disabled students including access needs
- Negotiating alternative arrangements for assessment and making reasonable adjustments
- Information on national health and well-being organisations and services

Learner support for students with a disability or a specific learning need

Students are asked to identify support needs at point of application. However, students are encouraged to disclose their disability at any point in their studies. (See section 23)

Support for Students whose First Language is not English

All students must meet the stated IELTS level for English Language. Those who require further, course specific, English Language support will be provided with support by the School.

Health & Wellbeing

Northern School of Contemporary Dance has a strong tradition of providing student care and support services and commits considerable resources to this purpose. There may be occasions when students who are embarking on a course will be living away from home or abroad for the first time and may face a number of challenges during their training. We aim to provide the necessary services to help all students overcome these and ensure that the highest level of individual care is offered.

Northern School of Contemporary Dance is committing to promote mental health and wellbeing. The Health & Wellbeing Coordinator oversees our wellbeing offer which provides students with the opportunity to talk about personal issues in complete confidence and in a private setting.

20 Entry Profile
The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 **Entry Route**
For current information, please refer to the University prospectus

- Applicants for the programme must either be graduates of three-year arts training programme delivered in the University or Conservatoire sector at level 6, or where applicants do not hold this entry qualification, and may be applying with a similar degree of professional training or scholarship, may apply for entry by demonstrating their relevant experience via a portfolio.
- Applicants must apply through letter of application and provide a supporting reference from their work institution to be considered for entry onto the programme – this is available via the school's remote application process
- It is usually expected that applicants will be working in a Higher Education environment in a role commensurate with UKPSF level 2. Applicants should be able to demonstrate that they will have enough contact time with a HE cohort of students in any level(s) 4, 5, 6, or 7 throughout the duration of their studies, in order to analyse, reflect upon and make significant changes to their professional practice and carry out the requirements of study and assessment.
- ESOL Applicants must have an average 6.5 in IELTs test, minimum 5.5 in all areas (reading, writing, speaking and listening) to enrol on the programme.

Students may be admitted to the programme with advanced standing in line with the University's standard APECL requirements. Such cases are subject to prior approval by the University of Kent according to its APECL process see:

https://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/copt-annexr-appendix-a.pdf

20.2 **What does this programme have to offer?**

This professional and dynamic qualification encourages students to develop their creative, physical, emotional and intellectual capacity as arts specialists in Higher Education. NSCD recognises the role of the arts in young people's lives, and we recognise the need to equip graduates and professionals currently working in this environment, with professional qualifications that prepare artists to be the very best current and next generation facilitators and teachers.

The Browne report (2010) suggested that lecturers with teaching responsibilities should gain further related qualifications The Postgraduate Diploma in Arts Teaching and Learning in Higher Education (PGDip ATLHE) is a professional qualification for lecturers/university teachers and artists who are working in Higher Education Institutions.

The programme is designed to develop and accredit the expertise, both theoretical and practical, required by those working in a range of roles in higher education.   This includes staff who teach and those who support student learning either in a direct, student-facing, or indirect role. It provides participants with the opportunity to explore and develop a reflective, scholarly and evidence based expertise in higher education, whether from a teaching and learning or other professional perspective. Students will be encouraged to relate their study to their own teaching practice and their students' learning. A number of experienced academics and visiting experienced artists within the HE sector will be involved in supporting and assessing participants during their studies.

The distinctiveness of this course lies in the experience students gain through working as individuals and through collaboration with others, by which they acquire a realistic appreciation and full understanding of the demands of working in a university or conservatoire setting. The programme also facilitates the development of the interpersonal skills required for arts tutors to work successfully with other educators from different subject disciplines, where practice is being taught and shared.

Distinctive features of this programme support its aims to promote teaching which enables participants to place their students at the heart of their learning experience. It requires participants to involve their students within the processes of this professional qualification, as an integral measure towards successfully meeting the learning outcomes. This course will enable students to participate actively in pedagogy and to reflect upon experiences which lead to professional development. The intensive days spread out across the year and online directed learning activities, enable the participants as professionals to engage in critical dialogue and offer 'buddy' style peer support to each other whilst on placement. The course will encourage students to expand upon their repertoire of teaching styles to appropriately support learners' needs and preferences. There will be sessions devoted to assessment and feedback in the teaching and learning process and other sessions will support curriculum design and assessment processes or learning support mechanisms in Higher Education. Students will be encouraged to talk about issues which surround professional practice in an encouraging and supportive environment, and they will be required to reflect upon the practice as a learner as well as analyse others' practice to enhance their own professional practice as

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an artist teacher/facilitator. Through research and evidence-informed approaches students can bring validity and currency to their scholarship and continued professional development. These are considered to be important areas of development for the emerging artist or experienced artist teaching in Higher Education.

At NSCD, as part of its commitment to maintaining the highest academic standards in teaching and learning, we are hoping in due course that this programme may seek institution accreditation from the Higher Education Academy (HEA), so that those participants who complete the full PGDip ATLHE may apply for recognition as a Fellow / Senior Fellow of the HEA.

20.3 **Personal Profile**

The programme is based on a model of experiential, work-based learning so staff will be registered on a part time basis and will be expected to be concurrently undertaking work which directly supports student learning in Higher Education. For the full diploma, we recommend as a guide that applicants would be delivering approximately 90 higher education student learning or equivalent learner support hours per year [across 2 modules]. Those who feel they would benefit from these modules but who do not fulfil this contact time with students on their programmes should contact the programme leader. Completion of a PG Cert / PG Diploma in teaching and learning in HE is more commonly a compulsory element of probation, for academic staff appointed to full time posts in many HEIs, who do not already have 3 years' experience of teaching in HE.

The Programme is open to graduates or the equivalent who are professionally engaged in Higher Education and have some responsibility for Higher Education teaching and/ or learning support. This programme might also interest those in programme and faculty managerial roles, where learning outcomes for professional practice may be demonstrated in an alternative way, related to the coordination of teaching and/or learner support. NSCD will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the Programme.

On entry the student will be able to demonstrate:

- Experience or a commitment to teaching and/or student support within a HE context or coordination/management of this area
- the potential to further refine and advance their acquired artistic awareness within an educational context
- the potential to further develop teaching and learning as knowledge and understanding and to apply them to a professional Higher Education context
- the capacity to gain the maximum benefit from the programme of study through an imaginative and intelligent involvement with all aspects of the learning experience
- an approach to working professionally as artist in education that is typically creative, reflective and evaluative

21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**

21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards**

- Quality Assurance Framework http://www.kent.ac.uk/teaching/qa/codes/index.html
- Periodic Programme Review http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html
- External Examiners system http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html

- Annual programme and module monitoring reports
  http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html
- UK Professional Standards Framework for teaching and supporting learning in higher education (2011)
- Student evaluations and feedback
- Annual Programme Monitoring Report, University of Kent template
- Affiliate Annual Programme Monitoring Report (APMR) Conservatoire for Dance and Drama (CDD) template
- Annual staff appraisal including observation, analysis and approval of teaching
- Induction programme for new staff including an identified mentor
- Internal moderation of assessed work
- Staff feedback

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- NSCD Academic Board
- University of Kent Board of Examiners
- NSCD Learning and Teaching Committee
- Faculty meetings
- Programme team meetings
- Staff Student Liaison Committee
- CDD Academic Board
- CDD Learning and Teaching Committee
- CDD Quality Assurance Forum

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)
- Student module surveys, programme surveys, exit surveys and exit interviews
- Student representation on College committees (Academic Board and the Learning and Teaching Committee)
- Principal, Director of Studies and Coordinator meetings with student cohorts

21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision (PGDip ALTHE, other development opportunities)
- PGCHE / PGDIP ALTHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars

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- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Annual External Examiner reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015
- Annual Programme Monitoring Reports, which draws upon:
  - Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates
  - Student surveys at module and programme level
  - Student group module evaluation meetings
  - Feedback from the Student Communications Committee
  - Graduate destinations
  - Tutor discussion at Faculty meetings and Teaching Staff meetings
  - Formal discussions and recommendations of the Learning and Teaching Committee and Academic Board
  - External Examiner's report
  - Peer review of APMR at CDD level, through its Learning, Teaching Committee and Academic Board
- Report of the QAA Institutional Audit of the CDD in 2010
- University of Kent Periodic Review visit and report 2018
- University of Kent QAA Higher Education review 2015

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for *Dance, Drama and Performing Arts (2015)*
- School and Faculty plan
- University Plan https://www.kent.ac.uk/about/plan/ and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html
- Staff research activities
- Kent Inclusive Practices (https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ, 2014)
- UK Professional Standards Framework for teaching and supporting learning in higher education (2011)
- School plan
- NSCD Learning and Teaching Strategy
- NSCD Assessment Procedures
- NSCD and Conservatoire for Dance and Drama (CDD) Learning and Teaching Strategy 2013-2017
- NSCD Critical Evaluation Document for the University of Kent (October 2012)

23 Inclusive Programme Design

NSCD recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The School's policy is to support all students to become independent learners who take responsibility for their own learning. The Learner Support Tutor will work with students with a disability or specific learning difficulty towards achieving this. If a student is entitled to extra time for assignments or to undertake alternative assessments this will be identified in an Individual Learning Support Plan (drawn up by the Learner Support Tutor in consultation with tutors and in negotiation with the student). As well as making all reasonable adjustments within the curriculum design, resources and support, any extensions to deadlines or alternative assessment arrangements are agreed by the Learner Support Tutor, in consultation with the relevant module tutor and/or subject coordinator. Both group and individual tutorials, are arranged to help students with disabilities/learning needs with their studies. ILP is downloaded to the students learning profile within the NSCD Virtual Learning Environment (NSCD-Moodle) for the student and module tutors to have access to. The VLE can be adapted to support individual's access needs and all supported tutorial notes can again be accessed through this medium to support the students learning and development.

Template last updated November 2017

UNIVERSITY OF KENT

Programme Title: PG Dip Arts Learning and Teaching in Higher Education

	Stage 1			Stage 2	
	PGLT1 Arts Based Learning, Teaching and Assessment in Higher Education (Compulsory)	PGLT2 Curriculum and assessment design in Higher Education (Option)	PGLT3 Learning Support in Higher Education (Option)	PGLT4 Professional Practice: Placement (Compulsory)	PGLT5 Independent Action Research Project (Compulsory)
A1	X		X	X	
A2	X	X	X		X
A3	X	X	X	X	X
A4				X	X
A5	X			X	X
A6		X	X	X	X
A7	X	X	X	X	
A8	X		X	X	X
A9				X	X
A10	X				X
A11					X
B1		X	X	X	X
B2	X			X	X
B3	X			X	X
B4	X	X	X		
B5	X				X
B6				X	X
B7	X				X
B8					X
C1	X				
C2		X	X	X	
C3	X		X	X	X
C4	X		X	X	
C5		X	X	X	X
C6	X				
C7	X			X	
C8				X	X
C9		X	X		X
C10					X
C11				X	
D1				X	X
D2	X	X	X	X	X
D3	X				X
D4				X	
D5				X	X
D6	X	X	X		X

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D7	**X**	**X**	**X**	**X**	**X**
D8	**X**	**X**	**X**	**X**	**X**
D9	**X**	**X**	**X**		**X**
D10	**X**	**X**	**X**	**X**	**X**

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