

Course Fact File

Postgraduate Diploma Arts Learning and Teaching in Higher Education

Entry 2022 | Course validated by University of Kent

Award: Postgraduate Diploma Arts Learning and Teaching in Higher Education (PGDip ALTHE)

UCAS Code: At present you apply for this course through nscd.ac.uk/study/how-to-apply/

Location: Northern School of Contemporary Dance (NSCD), Chapeltown, Leeds

Awarding body: University of Kent.

Duration: 2 years (part-time) flexible study around working patterns. Students who complete 60 M level credits of study may choose to exit the programme after the first year with a PGCert Arts Learning and Teaching in Higher Education. Students who stay on for the second year will complete an additional 60 M level credits towards the award PGDip Arts Learning and Teaching in Higher Education

Academic year: Part-time course: Taught sessions are scheduled throughout the year to allow practitioners to engage in study alongside their employment. This is supported by online study support and continuous reflexive practice.

Entry requirements: This course is open to those who teach and those in learner support roles in Higher Education Institutions. Entry is through an online application and Skype interview. The PGDip ALTHE is open to graduates and professionals with at least one years' experience of teaching or supporting learning in Higher Education. We are looking for applicants from a range of related subject areas; Dance, Theatre, Drama, Visual Arts, Music, Circus and Media (although this list is not exhaustive). Applicants must be teaching in a Higher Education environment and be working with students from any of the following categories: Foundation (Level 4-5), Undergraduate (Level 4-6), Postgraduate (Level 7) or above. The application must be supported with a reference from the applicant's place of work with recognition and identification of who will take on the role of professional mentor for the applicant during the Autumn Term of Year 2.

Please note: It is a requirement of the programme that applicants have regular student contact hours within their current post(s), that they are able to source a minimum number of working hours and have access to a more senior or experienced colleague within their institution, who can act as a professional mentor. We recommend a PGDip student has regular contracted hours with a student cohort to act as a valuable resource to learning. As a guide, we would advise that during the period of study, PGDip students are given access to a combination of activities which could include: curriculum planning, teaching, support of learners, tutorials and assessment of learners.

Course overview

Our PGDip ALTHE enables graduates and professionals at varying stages of their careers to evolve and advance their knowledge, skills and understanding of learning, teaching and supporting students' learning of the arts in Higher Education.

The course is designed so that participants are able to investigate aspects of teaching and learning that are particularly important to them. Some of the expected outcomes of the course are:

- Greater knowledge and understanding of learning, teaching, assessment and student support in Higher Education
- Knowledge of curriculum design within clear academic frameworks
- Greater understanding of student engagement in higher education
- Increased confidence in their practice
- An ability to think creatively and from an evidence base, about how to improve education and learner support within and beyond your own practice
- Greater understanding of the application of reflexive practice as a tool for professional development
- Understanding of action research as a mechanism for change and the development of new knowledge

In the first year, students study for the Postgraduate Certificate (60 M level credits) and this is recommended for colleagues who are primarily engaged in teaching or supporting student learning, or who wish to focus their professional development on teaching rather than research and public engagement. The second year of the programme (the Postgraduate Diploma, an additional 60 M level credits) allows space for more in-depth reflexive practice and an opportunity to carry out a piece of action research within an area of their role.

The course is underpinned by the UK Professional Standards Framework (UKPSF) and successful completion of the Postgraduate Certificate/Diploma leads to an Associate Fellowship or Fellowship of the Higher Education Academy. All modules count for 30 academic Level 7 credits. Each module taken equates to a total study time of around 250-300 hours. Total study time includes scheduled teaching, independent study, directed study and assessment activity. All students study towards a maximum of 120 credits over two years.

Level 7 (Autumn & Spring Term Year 1) - Arts Based Learning, Teaching and Assessment in Higher Education, 30 credits (compulsory module): This term develops a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of learning teaching and learner support in Higher Education. There is a focus towards a comprehensive understanding of the professional role, application of pedagogy, learner support, learner profiles, teaching and learning styles and resource management which may be applicable to students' own advanced scholarship. The focus of this term is defining the role and practice of the teacher and learner support officer in Higher Education, what is special about arts pedagogy, how teachers 'teach' and how learners 'learn' efficiently within an inclusive learning environment. This term will facilitate open dialogue between practitioners and introduce various techniques for reflection and evaluation of practices within the workplace.

Level 7 (Summer Term Year 1) - Curriculum and Assessment Design in Higher Education or Learning Support in Higher Education (option modules): There is opportunity to bring originality in the application of knowledge, together with a practical understanding of how established techniques and enquiry are used to create and interpret knowledge in the discipline. It is expected in this term that students demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level in the workplace, in order to continue to advance their knowledge and understanding, and to develop new skills to a high level. In this term we look at approaches to curriculum design and/or supporting learning in Higher Education. The sessions will look more closely at the codes of practice and academic frameworks which facilitate quality assurance within the programmes that the lecturer delivers or how the learner support officer contributes and supports an inclusive curriculum approach. This term further develops critical understanding and analysis of students' practice and introduces action research methodologies to apply change to curriculum models, learning support and assessment. In both modules there is significant focus upon resources and effective approaches which can be adopted by the practitioner in a variety of educational settings.

Level 7 (Autumn Term Year 2) During this term, students are expected to carry out a period of professional practice which is inspired by the debate and discovery in the first year of study. We would expect students to have this agreed in their institution(s) and be able to access a professional mentor who is senior or more experienced to support their workplace practice. During this period NSCD will carry out two formal observations of teaching or learning support in the workplace. Additionally students will have access to a peer learner group for support for the duration of the module.

Level 7 (Spring & Summer Term Year 2) During the final term of study (usually early June to August) students from this programme undertake a substantial independent or collaborative action research project at an advanced level, relative to the field of study. The research project facilitates in-depth investigation into an aspect of learning, teaching or student support in Higher Education and is likely to be drawn from the experience and learning encountered through an earlier aspect of the course. Action research is carried out in connection to the workplace and as such we will introduce to students an ethics code of practice to support the research activity.

Module Map

This module map provides an overview of the modules that make up your course and when these are studied. Each module is worth a specified number of credits: 90 credits of this programme are compulsory modules, with 1x 30 credit option module in Year 1, enabling you to cover key subject knowledge whilst developing your own interests. You will take modules worth a total of 120 credits at Level 7. Our teaching is informed by research, and module content changes periodically to reflect developments in the discipline.

LEVEL 7: YEAR 1		
Autumn Term	Spring Term	Summer Term
Arts Based Learning, Teaching and Assessment in Higher Education (30 credits) Compulsory module		Curriculum and Assessment Design in Higher Education (30 credits) Option module
		Learning Support in Higher Education (30 credits) Option module

LEVEL 7: YEAR 2		
Autumn Term	Spring Term	Summer Term
Professional Practice (30 credits) Compulsory module	Independent Action Research Project (30 credits) Compulsory module	

Timetables: Timetables are normally available one month before registration. Please note that while we will make every effort to ensure that timetables are as student-friendly as possible, with scheduled learning taking place around working patterns, the timetable may need to be adapted throughout the course.

Teaching and learning

Students are taught through a combination of workshops, lectures and seminars. Seminars and small group tutorials enable you to discuss and develop your understanding of the topics covered. In addition, you have timetabled meetings with your academic tutors. Students work autonomously and are required to use independent study hours as prescribed to prepare, plan and deliver work accordingly, to meet the demands of study. It is also expected that you will negotiate access to classroom and studio space with your HE Employer to carry out your professional practice.

Delivery 2021/2022

As a result of successful online delivery during academic year 2020/21, the majority of this programme will continue to be delivered online during 2021/22.

- Lectures and seminars will take place via zoom during the evenings (5.30pm – 8pm) and are scheduled every two weeks during term time. This method of delivery best fits around lecturers working patterns.
- Students join NSCD Moodle (Virtual Learning Environment or VLE) and are expected to complete directed study hours and contribute to online peer discussion forums and debates.
- In addition to online delivery it is intended that there will be three one-day events held on-site at NSCD during the year, which will either take place on Fridays or Saturdays (September, January and April). For overseas students, these will be livestreamed via zoom.

Teaching Staff

Students joining the course at NSCD are taught by an experienced teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience, demonstrators and technical officers. For more information on who will be teaching you, visit our staff biography pages: nscd.ac.uk/study/courses/pgdip-staff/

Independent learning

When not attending timetabled sessions, you will be expected to continue learning independently through self-directed study. Typically, this will involve reading journal articles and books, working on individual and group projects, filming and undertaking critical reflections of your work, undertaking research in the library, preparing coursework assignments and presentations, and preparing for assessments. Students use independent study time to access the library and NSCD's online VLE.

Assessment and feedback

NSCD employs a wide variety of assessment methods including formative, continuous and summative assessment. Assessment evidence is collected through:

- Continuous and summative assessments in professional practice
- Lecture demonstrations
- Written essays and dissertations
- Written / verbal project reports and evaluations / reflections
- Individual and small group verbal presentations
- Observation of teaching practice

Overall workload

Your overall workload consists of three taught residencies per year, in addition to independent learning (expected to be at least 5 hours per module, per week), workplace activity (varies) and assessment activity.

Student support

The School provides students with a comprehensive range of support mechanisms to help them with their studies and professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development.

Our student support team and academic tutors help in the following areas:

- Study skills (including reading, note-taking and presentation skills)
- Written English (including punctuation and grammatical accuracy)
- Academic writing (including how to reference)
- Research skills (in conjunction with the library)
- Critical thinking and understanding arguments
- Pastoral care and counselling services
- Finance support

Our Disability Advice and Student Support Services help students with additional needs resulting from disabilities such as sensory impairment or learning difficulties such as dyslexia. Students have access to module learning materials through the use of Moodle (our Virtual Learning Environment or VLE).

Cost and financial support

For the academic year 2022-23 the tuition fees for this course are:

Home £1,900 per year (Part-time, 2 year course)

Overseas £4,000 per year (Part-time, 2 year course)

Overseas students will have the additional costs of:

- Student visa (£348)
- Immigration Health Surcharge (£470)

The following course-related costs are not included in the fees:

- Cost of any materials which you choose to use in your creative projects
- Additional printing over and above the £50 annual allowance
- Cost of books or it equipment that you might wish to purchase
- The cost of an enhanced DBS check (approx. £58) should you be required to have one

Please note: There are no financial bursaries for this programme. We advise that applicants speak with their institutions to see if any of the fees can be supported through their staff development funds.

Residential and living costs not included in the fees. For further information contact our admissions team: admissions@nscd.ac.uk

How we spend your fees

Like most universities that receive public funding, Northern School of Contemporary Dance is a charity, and raises income from a wide range of sources. This income is spent on day-to-day running costs, providing teaching and other student services, undertaking enterprise activities and engaging with arts organisations and local communities. Any surplus income is reinvested back into improving facilities - both current facilities and proposed new premises.

