

**Programme Specification for PG Certificate in Learning and Teaching in Higher Education (PG Cert LTHE)**

**This document applies to Academic Year 2024/25 onwards**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	Higher Education Academy
4.	<b>Final award or awards</b>	PG Cert
5.	<b>Programme title</b>	PG Cert in Learning and Teaching in Higher Education (PGCLTHE)
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	University of Worcester, work-based learning
8.	<b>Mode of attendance</b>	Part-Time
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	UK Professional Standards for Teaching and Supporting Learning in Higher Education (HEA).
11.	<b>Date of Programme Specification preparation/ revision</b>	Jan/Feb 2017- internal approval August/Sept 2017 – HEA re-accreditation August 2018 – AQU amendments October 2018 – Variation to TCRF agreed and included. February 2019 – AQU amendments August 2019, AQU amendments. August 2020 – AQU amendments. September 2020 Removal of SEDA and PDF accreditation on completion of the course August 2021 – Removal of ref to 'PebblePad', amendments to Submission of assessment items and recognition of prior learning, PGCLTHE abbreviation added, and AQU amendments. August 2022 – Summer updates July 2023 – annual updates

## 12. Educational aims of the programme

The course aims to provide an opportunity for staff to engage in accredited initial and continuing professional development in teaching and support of learning in Higher Education (HE).

This is achieved through reflective and cross-institutional dialogue; research based practice and pedagogical approaches underpinned by professional values in order to enhance the student learning experience.

The Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) is a three module part-time course and designed to support:

- HE lecturers with less than three years' full time equivalent experience, whether full or part-time, in their development as teachers and facilitators of student learning,
- More experienced HE lecturers who wish to reflect on and develop their practice,
- Anyone who works in a Higher Education context and whose role includes responsibility for supporting and facilitating student learning.

The PGCLTHE is accredited against the UK Professional Standards for teaching and supporting learning in HE (2011) and addressing these professional standards is fundamental to the course. The full PGCLTHE is accredited against Descriptor 2 of the standards and the module LTHE4141: supporting student learning is accredited against Descriptor 2. This means that the PGCLTHE provides a route to Fellowship status of the Higher Education Academy and the single module (LTHE4141) Supporting Student Learning a route to Associate Fellowship.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1	Critically engage and demonstrate a positive link between research, scholarship and teaching within a subject discipline.	LTHE 4141, 2 & 3
2	Inform learning and teaching through consideration of wider contextual policy, strategy and quality considerations.	LTHE 4141, 2 & 3

#### Cognitive and Intellectual skills

3	Design, apply and evaluate appropriate teaching sessions and programmes and critically evaluate their effectiveness in diverse learning environments.	LTHE 4141 & 2
4	Use an innovative range of assessment techniques to support learning and enable students to monitor their own progress.	LTHE 4141 & 2
5	Deploy a range of self, peer and student evaluation techniques to monitor teaching and learning practices and to underpin reflective practice.	LTHE 4141, 2 & 3
6	Critically reflect on inclusive learning and teaching practices for a diverse student body within a subject discipline.	LTHE 4141 & 2

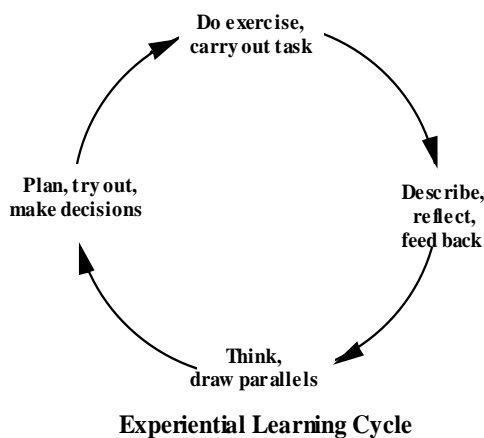
#### Skills and capabilities related to employability

7	Evidence meeting the Dimensions in Descriptors 1 and 2 of the UKPSF.	Descript or 1 LTHE 4141 Descript or 2 LTHE 4141 & 2
8	Use and value appropriate learning technologies to develop effective learning materials, learning environments and learning support systems.	LTHE 4141 & 2
9	Undertake Personal Development Planning to audit, critically reflect upon, plan and record personal and professional development to foster transformational learning and teaching practices.	LTHE 4141, 2 & 3

#### Learning, teaching and assessment

#### Learning and Teaching Methods

The course assumes that learning is best when it is active, when it incorporates experience and when it can be shared and supported through collaboration. The workshops and discussions will be based around the experiential learning cycle which can be represented as follows:



This cycle, or learning sequence, has the underlying premise that learners learn best when they are active, take responsibility for their own learning, and can relate and apply it to their own context. Critical reflection plays a key role throughout the course and participants are encouraged to become a reflective practitioner, where they will explore the scholarship of learning and teaching in HE; synthesise, explain, make sense of and ultimately develop meaning from, teaching experiences.

Throughout the course a range of participant transferable skills will be developed including but not limited to critical reflection, development of argument and scholarship.

The course is further supported through the following:

### **Study days**

These will be interactive workshop sessions in which participants contribute and learn a lot from each other through individual and small groups work on specific tasks. The study days will offer participants a chance to experience a variety of learning activities and processes including modelling of teaching skills.

Details of the breakdown on contact and guided study hours are provided in each module specification. For LTHE4141 and LTHE4142 of the notional 150 hours for a 15 credit module approximately 77% will be guided study. For LTHE4143 of the notional 300 hours for a 30 credit module approximately 88% will be guided study due to the style and content of the module.

### **Teaching Observations**

Participants will have a minimum of three teaching observations, including two by a member of the course team, and one by peers on the course. Observation of teaching here is seen as a formative and quality enhancement process to support participants in their development and reflections on practice.

### **Other Support**

The course also includes monthly lunchtime support sessions, and meetings with tutors, Blackboard, peer and line manager support, which all feed into the participants' learning experiences.

## Assessment Methods

Assessment is based on 100% coursework. This approach is in keeping with the idea of reflective practitioner where the assessment forms the basis for critical reflection as well as evidence for accreditation. The PGCLTHE uses a range of flexible assessment, such as, reflective portfolio, authentic assessment, group work and a research project. There is a close and meaningful relationship between the formative and summative assessment throughout the course, where the formative tasks form the basis for the final summative tasks for each of the modules. There is also a strong element of peer feedback throughout to reinforce the collaborative nature of learning within the course.

### 14. Assessment strategy

The assessment strategy for the course is underpinned by assessment for learning where participants on the course play an active role in assessing their own learning through critical reflection and continuous dialogue with their peers and tutors.

The PGCLTHE assessment strategy is as follows:

**LTHE4141** is assessed by a final summative assessment which is a reflective account based on the formative assessments and other evidence participants gain in their teaching practice.

**LTHE4142** is assessed by a formative group task followed by an individual reflective essay. The assessment for this module focuses on an authentic assignment – a mock approval of a new module, allowing participants to put theories (of curriculum design) into practice.

**LTHE4143** encourages research informed practice through the use of a research report as the main assignment. A number of formative tasks support participants throughout the module and their research project. A final mapping and reflective account provides participants with an opportunity to consolidate their experience and learning throughout the course.

### Using Formative Assessment to support learning

The course provides participants with plenty of opportunity for formative assessment before the final submission of summative work and this formative assessment process encourages self and peer assessment and support, as well as engagement in personal development planning. For each module participants are asked to undertake and discuss an initial self-assessment against the module outcomes and values, this is followed by further formative work developing particular practice (LTHE4141), formulating a new module for mock approval (LTHE4142) or developing a research proposal (LTHE4143). Participants are also encouraged to keep a blog to document their learning and teaching experience throughout the course in order to aim their final reflective account against the HEA descriptors at descriptor 2 - Fellowship category.

### Assessment criteria

PGCLTHE has developed module specific grade descriptors and these are based upon the University's generic Masters grade descriptors and, beyond them, on the FHEQ Masters level descriptors. 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' professional values.

## Regulations

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints.

### 15. Programme structures and requirements

Module Code	Module Title	Status Mandatory (M) or Optional (O)
		Credits (Number)
LTHE4141	Supporting Student Learning in Higher Education	15 (M)
LTHE4142	Learning Teaching and Assessment in Higher Education	15 (M)
LTHE4143	Introduction to Academic Practice	30 (M)
<b>Total Credits</b>		60

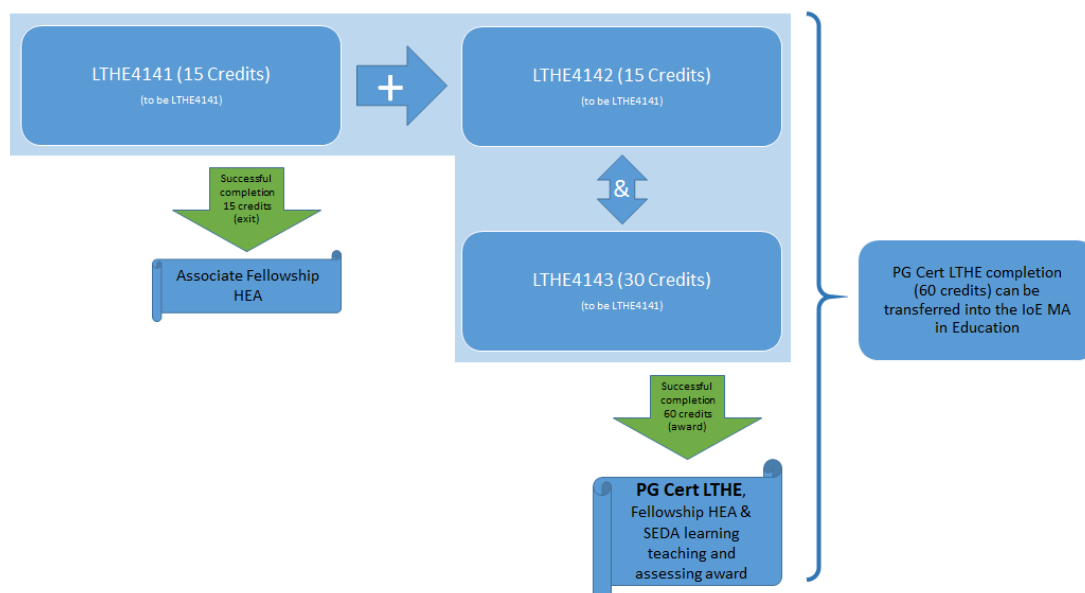
### PG Certificate Requirements

Students undertaking the PGCLTHE must successfully complete all three modules listed, amounting to 60 credits in total.

### HEA Fellowship Requirements

Students must successfully complete all three modules in order to gain Fellowship status with the HEA. Those who opt to only complete LTHE4141, will be eligible for Associate Fellowship status with the HEA. This is illustrated in figure 1 below:

Figure 1 – PGCLTHE structure



### 16. QAA and professional academic standards and quality

Like all Higher Education courses in the UK, this award is designed with reference to Section A of the UK Quality Code for Higher Education (QAA), and the Framework for Higher Education Qualifications (FHEQ). FHEQ is a means of describing academic

standards in terms of the academic level you are expected to achieve and, in broader terms, the content that will be covered.

This award is located at level 7 of the [OfS sector recognised standards](#).

As propounded by the FHEQ, both the module specific and the generic learning outcomes of the course draw on the principles of 'originality in the application of knowledge' and an understanding of 'how the boundaries of knowledge are advanced through research.' This is assured via the centrality of the practitioner researcher to the course. Concomitant with this the 'Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments' demanded by FHEQ is supported by the course's emphasis upon experiential learning and transpersonal reflection.

Further to the above and in accordance with the FHEQ at post graduate level students will have begun to acquire:

- i. A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- iii. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge.
- iv. A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

As this course is accredited by the Higher Education Academy (HEA), the course has been mapped and accredited against the UK Professional Standards for Teaching and Supporting Learning in Higher Education (UKPSF) award.

## 17. Support for students

The University has a Diversity and Equality Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Diversity and Equality Committee. The *Student Services and the Disability and Dyslexia Service* provide further and specific support in reasonable adjustments. More information can be found via the links below:

<https://www2.worc.ac.uk/student-services/>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>

Additional course support, beyond the study days is provided through:

- Module materials and support for asynchronous discussion is provided through module VLE sites.
- Tutor support is available throughout the course, with particular emphasis on support through teaching observation and formative feedback.
- Mentor Support from within a participant's own academic institute or department.
- Peer Support from other participants on the module.

## 18. Admissions

### Admissions policy

Staff employed by the University on permanent teaching/lecturer contracts are expected to gain **Associate Fellowship (AFHEA) or Fellowship of the HEA (FHEA)** within three years of commencing employment at the University, via successful completion of the PGCLTHE if they have less than three years' full-time experience of teaching in higher education. Other individuals working in HE in a teaching or learning support capacity may also be eligible to apply for the course or the first module.

### Entry requirements

The course 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.

The course 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 HE. Participants should normally be engaged in a **minimum of 4 hours per week** of teaching and/or learning support in the semester in which they undertake the first module of the PGCLTHE, and normally have a **contract for at least 50 hours in the academic year** if they are completing the whole PGCLTHE.

Individuals wishing to make enquiries about eligibility and registrations for the courses should contact the Registry Admissions Office (01905 855111) who may put them in touch with the course leader for an informal discussion.

### Recognition of Prior Learning

Given the assessment process for the PGCLTHE modules and their basis in experiential learning, prior and current experience is valued.

Those course members who have the equivalent of three years' full time experience as a teacher or tutor in another educational setting - either in HE/one closely related to HE, such as adult or FE, or supported by a B.Ed, PGCE, or teaching certificate – can potentially claim Recognition of Prior Learning (RPL) against LTHE4141 Supporting Student Learning in HE towards the full certificate. This claim does not entitle the recipient to claim accreditation against descriptor 1 of the UK professional standards or Associate Fellowship of the HE Academy on the basis of any RPL credits awarded but these credits can be used towards the full PG Cert, UK professional standards descriptor 2 and HE Academy Fellowship.

The claim may be made on the basis of the initial 1000-word profile statement against the Learning Outcomes, Values and associated Dimensions of Practice of Supporting Student Learning and a viva voce with the Course Leader or nominee. The profile statement and viva voce will be expected to provide evidence that the participant's prior experience meets the module Learning Outcomes, Values and associated Dimensions of Practice and that the participant is aware of the issues in relating this experience to HE practice. Participants are also encouraged to discuss and present evidence of experiential learning in all course profile statements and through the module assessments.

### Admissions procedures

Applicants should apply directly to UW Registry and contact the Course Leader for informal discussion around eligibility.

### **Admissions/selection criteria**

Applications are considered by the Course Leader and decisions made on the basis of the candidate meeting the entry requirements outlined above.

## **19. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#) (TCRF) but with an agreed variation where each assessment submission and the modules overall will be marked on a 'pass' or 'fail' basis.

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- In accordance with the agreed variation to the TCRF all assessments are marked on a pass/fail basis (the minimum pass mark being a 'pass' for each module).
- Participants are required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- (TCRF 7.11) Students who submit an assessment item that is marked on a Pass/Fail basis after the due date, will not have the work marked. A grade of "L2" will be used to indicate that work had been submitted.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### **Retrieval of failure**

- Participants are entitled to resit failed assessment items for any module that is awarded a fail grade.
- If a participant is unsuccessful in the reassessment, they have the right to retake the module.
- A participant who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the course.
- A participant will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
PGCLTHE	Passed a minimum of 60 credits at level 7, as specified on the award map.

## **20. Graduate destinations, employability and links with employers**

Many participants who undertake the PGCLTHE are already employees of the University and completion of the award can be a condition of employment for academic staff appointed to full time posts at UW, who do not already have three years' experience of



teaching in HE. The PGCLTHE is a nationally recognised teaching qualification in HE and gives graduates the ideal start in pursuing an academic career. Completion of the full PGCLTHE confers full Fellowship of the HEA.

Furthermore, staff who are members of service departments and involved in supporting student learning are also able to apply for a place on the course and, as a result, are eligible for Associate Fellowship of the HEA by successfully completing the first module (LTHE4141).

Note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical participant might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.