

## PROGRAMME SPECIFICATION

### Postgraduate Certificate in Learning and Teaching in Higher Education

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, SEDA
4.	<b>Final award</b>	PG Cert
5.	<b>Programme title</b>	PG Cert in Learning and Teaching in HE
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>	Education and <a href="#">UK Professional Standards for Teaching and Supporting Learning in Higher Education</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	June 2014 – internal approval (Programme Specification also sent to HEA for accreditation and re-approved by HEA August 2014); August and October 2014 – amendment to regulations; March 2015 - changes to reflect updated internal documentation; August 2016 – Regulations/Section 20 amended.

#### 12. Educational aims of the programme

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

- HE lecturers with less than 3 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 PG Certificate is accredited against the [UK Professional Standards for teaching and supporting learning in HE](#) and addressing these professional standards is fundamental to the programme. The full PG Cert is accredited against Descriptor 2 of the standards and the module 'MAHE4141: supporting student learning' is accredited against Descriptor 2. This means that the PG Cert provides a route to Fellowship status of the [Higher Education Academy](#) and the single module Supporting Student Learning a route to Associate Fellowship. The PG Cert is also accredited within the [SEDA-PDF](#), carrying SEDA's learning teaching and assessing award.

The programme **aims** are to:

- Provide an opportunity for staff to engage in accredited initial and continuing professional development in teaching and support of learning in HE
- Enable staff to meet the requirements of the UKPSF
- Provide support in any higher education learning, teaching or assessment problems programme members face
- Promote a student-centred approach to learning, teaching and assessment in higher education
- Develop programme members' learning, teaching and assessment practice
- Increase understanding of the learning process so programme members can make informed decisions about course design and choice of learning, teaching and assessment methods
- Foster transformational reflective practice
- Encourage engagement with systematic inquiry into professional practice to help programme members evaluate and develop
- Support programme members development as skilled teachers of their discipline
- Support programme members academic development as researchers and scholars in their field
- Encourage engagement with wider policy, strategy and quality contexts and considerations that impinge on programme members' work
- Enhance intrapreneurship, professional development & career management

The programme is underpinned by a set of professional values. The programme is expected to demonstrate these and programme members are asked to engage with them and consider how they shape their professional practice. These are a commitment to:

- Demonstrate an understanding of how people learn
- Value diversity and demonstrate respect for individual learners' differences and development
- Promote inclusivity and encourage learners' participation, empowerment and equality of opportunity
- Demonstrate scholarship, professionalism and sustainable and ethical practice
- Value working in, and developing, learning communities
- Engage with continuing reflection to develop own practice, others and educational processes

It is suitable not only for University lecturers but also for anyone with a role in providing taught inputs and supporting student learning at Higher Education level, whether working as an HE tutor in FE or in various student support roles in HE.

The programme aims to develop rigorous professional practice in ways which will have impact on the workplace and on the achievement of all learners in that context. It has been designed to provide opportunities for programme participants to pursue reflective enquiry which will enable them to extend their capacity for critical analysis, reflection and autonomous action, underpinned by a high level of professional knowledge, skills and understanding.

The following overall aims of postgraduate provision within the Institute of Education apply. Seeking to promote:

- The development of enhanced professional practice within a clear framework of professional values.
- The development of an enhanced critical and reflective attitude towards practice.
- The adoption of a research-based approach to personal and organisational development.
- An understanding and articulation of the interdependent and transformational relationship of practice and theory.
- The ability to generate learning enriched working environments.

### **UK Professional Standards Framework (UKPSF)**

The Course has been mapped and accredited against the [UK Professional Standards for Teaching and Supporting Learning in Higher Education](#). The Framework aims to:

1. Support the initial and continuing professional development of staff engaged in teaching and supporting learning.
2. Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Demonstrate to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
4. Acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
5. Facilitate individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

### **Staff and Educational Development Association (SEDA) Professional Development Framework award: Learning Teaching and Assessing**

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. SEDA is seen by many as the shaper of thought and initiator of action in staff and educational development, not only in the UK but in the international domain also. SEDA's Professional Development Framework provides recognition for higher education institutions, their professional development programmes and the individuals who complete those programmes.

The PG Cert is mapped against the [SEDA-PDF](#) award of '[Learning teaching and assessing](#)'

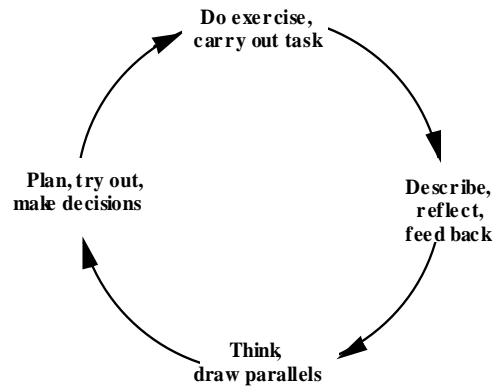
### **13. Intended learning outcomes and learning, teaching and assessment methods**

On completion of the award the student will be able to:

- i Evidence meeting the Dimensions of Practice (DP) in Descriptors 1 and 2 of the UKPSF
- ii Design appropriate teaching sessions and programmes and critically evaluate their effectiveness
- iii Evaluate and apply appropriately a wide range of learning and teaching methods, to work with large groups, small groups and one-to-one
- iv Use and value appropriate learning technologies to develop effective learning materials, learning environments and learning support systems
- v Use an innovative range of assessment techniques to support learning and enable students to monitor their own progress
- vi Deploy a range of self, peer and student evaluation techniques to monitor your own teaching and learning practices and underpin your reflective practice
- vii Engage effectively with research and scholarship in your subject discipline
- viii Demonstrate a positive link between your own discipline research and scholarship and your teaching
- ix Critically reflect on the particular concerns of learning and teaching in your subject discipline
- x Engage constructively and effectively with academic administrative tasks and roles
- xi Develop personal and professional coping and change management strategies within the constraints of your institutional setting
- xii Inform your learning and teaching through consideration of wider contextual policy, strategy and quality considerations
- xiii Undertake Personal Development Planning to audit, reflect upon, plan and record your personal and professional development

## Learning and Teaching Methods

The programme 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:



**Experiential Learning Cycle**

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.

We all learn from the experience of doing a task and the results of that learning can be used constructively and even assessed. But it is not sufficient simply to have an experience in order to learn. Without reflecting on this experience, possibly through describing it with others, it may be rapidly forgotten or its learning potential lost. The feelings and thoughts emerging out of this reflection can fit into a pattern that starts to make sense such that generalisations and concepts can be generated, and parallels drawn with existing theories. And it is generalisations and theories which give the learner the conceptual framework with which to plan and tackle new situations effectively. Certain experiences, reflections and engagement with existing theories will challenge and shift our conceptual frameworks, allowing us to develop our own deeper understanding of learning and teaching in Higher Education.

### Study days

The programme is supported through a series of 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. They will offer a chance to experience a variety of learning activities and processes including some modelling of teaching skills.

### Teaching Observations

You will engage in a minimum of 6 teaching observations, including at least two by a member of the course team, one by another member of the course from another department, one by your mentor and one of another member of the course. Training in the peer observation of teaching can be provided to new members of staff in their probationary period by the Educational Development Unit outside the PG Cert. programme. It should be emphasised that the observation of teaching here is seen as a formative and quality enhancement process to support you in your reflections on your practice. It is **not** about judging your performance as a teacher.

## Other Support

Monthly lunchtime support sessions, Blackboard, PebblePad and other web-based materials, peer, mentor and line manager support all feed into the learning experience of the programme [see student support below].

## Assessment

Assessment is based on 100% coursework. This approach is in keeping with the models of the 'professional as learner' and the 'professional as researcher' which inform the Programme, the emphasis being upon the ability of such professionals to provide impetus for organizational evaluation, change and improvement in the workplace. To this end the PG Cert L&T in HE uses a range of innovative and flexible assessment which emphasises the formative power of assessment and by which programme members can demonstrate they have addressed the Dimensions of Practice, Outcomes and Values of each module through whatever mode and using whatever examples best suit their practice.

### 14. Assessment Strategy

All of the assessment criteria are at 'M' level and the PG Cert L&T in HE has developed module specific grade descriptors. 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' own professional values.

The key features of the assessment strategy are that it:

- i. enables students to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that students have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate student learning through an student-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific grade descriptors mapped against specific learning outcomes which are aligned with Descriptors 1&2 of the UKPSF;
- vi. will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

The PG Cert L&T in HE addresses these issues by the use of a variety of innovative assessments across its modules. MAHE4141 is assessed by patchwork text, a means of building a portfolio of material piece by piece while gaining formative feedback as you progress. MAHE4142 allows a variety of modes of assessment as long as your choice demonstrates you have met the learning outcomes. MAHE4143 encourages research informed practice through the use of an action research report as the main assignment. These assessments allow programme members to take a creative approach to fulfilling the course requirements.

## Formative Assessment

There is 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 the engagement in personal development planning. For each module students 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 [MAHE4141], formulating a learning contract [MAHE4142] or developing a research proposal [MAHE4143]. The submission of draft work for full formative assessment is encouraged at least 8 weeks in advance of the final deadline. This allows time for a feedback interview to be arranged individually with each candidate to provide formative feedback. Final assignments can then be revised for summative assessment.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#).

## 15. Programme structures and requirements

### Award map

Module Code and UKPSF Descriptor	Module Title	Credits (Level 7)
MAHE4141 (Descriptor 1)	Supporting Student Learning in Higher Education	20
MAHE4142 (Descriptor 2)	Learning Teaching and Assessment in Higher Education	20
MAHE4143 (Descriptor 2)	Introduction to Academic Practice	20

### PG Certificate Requirements

Students undertaking the Postgraduate Certificate must successfully complete modules listed, amounting to 60 credits in total.

## 16. QAA and Professional Academic Standards

Like all Higher Education courses in the UK, this award is designed with reference to the [QAA Quality Code, UK Professional Standards for teaching and support of learning in Higher Education](#), and the [Framework for Higher Education Qualifications](#), (FHEQ) 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.

As propounded by the FHEQ, both the module specific and the generic learning outcomes of the programme 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 Programme. Concomitant with this the 'Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments'

demanded by FHEQ is supported by the Programme'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.

The Course has been mapped and accredited against the [UK Professional Standards for Teaching and Supporting Learning in Higher Education](#)

## 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. Additional programme support, beyond the study days is provided through:

- Monthly lunchtime seminar and discussion sessions are offered at which students can raise any issues from their current experiences and discuss these with course tutors and peers.
- Module materials and support for asynchronous discussion is provided through module VLE sites
- Tutor support is available throughout the programme, with particular emphasis on support through teaching observation and formative feedback.
- PG Cert Mentor Support from within a student's own academic institute or department.
- Peer Support from other students on the module.

## 18. Admissions

### Admissions policy

All staff employed by UW or who teach on UW accredited courses are eligible to undertake the programme free of charge. Other HE practitioners can also register for the Course and should consult UW Registry, Student Admissions, to discuss the fee structure.

### Entry requirements

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 HE. For the full certificate, those who register are normally expected to be responsible for a minimum of 600 higher education student learning hours per year [4 modules], while those who register for **Supporting Student Learning** will normally be expected to be responsible for 300 higher education student learning hours. Those who feel they would benefit from these modules but who do not fulfil these criteria should contact



the programme leader. Completion of the PG Cert. in L&T in HE is a compulsory element of probation for academic staff appointed to full time posts at UW who do not already have 3 years experience of teaching in HE.

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 learning. The University will seek evidence of personal professional experiences that provide an indication of ability to meet the demands of the Programme. Normally applicants should be in-post and responsible for the learning of students undertaking Higher Education level study.

However, in keeping with University policy on widening participation and diversity the Programme encourages and welcomes the contribution of older learners and people from the widest range of social, economic and cultural backgrounds. Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

### **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Advanced standing is available for those in possession of qualifications granted in the last five years.

Given the assessment process for the PG Cert modules and their basis in experiential learning, prior and current experience is valued. We have therefore endeavoured to ensure the 'Recognition of Prior Learning' process on this programme is accessible to course members.

Those course members who have the equivalent of three years' full time experience as a teacher or tutor in another educational setting - either one closely related to HE, such as adult or FE, or supported by a B.Ed, PGCE, or teaching certificate - can claim RPL against **MAHE4141 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 the initial 1000 word profile statement against the Learning Outcomes, Values and associated Dimensions of Practice of Supporting Student Learning and a one hour [2000 word equivalent] viva voce with the course leader or nominee. The profile statement and viva voce will be expected to provide evidence that the course member's prior experience meets the module Learning Outcomes, Values and associated Dimensions of Practice and that the course member is aware of the issues in relating this experience to HE practice.

Students are also encouraged to discuss and present evidence of experiential learning in all programme profile statements and through the module assessments.

Further information can also be found here:  
<http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Candidates should apply directly to UW Registry

### **Admissions/selection criteria**

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

Please contact the Registry Admissions Office for further information or guidance 01905 855111.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

- Annual Evaluation reviews the quality of the Programme and provides action points emerging from the analysis of data provided by students, staff and the external examiner. These inform the Programme action plan.
- External examiner report feeds into the annual evaluation process and serves as an indicator that academic standards are being maintained and helps identify areas where student learning opportunities can be enhanced. The external examiner has a private meeting with course students to gather their feedback on the programme.
- Each module provides formal and informal opportunities for student evaluation and this feeds back into the review of the programme as it progresses and at the end of the year.
- The course management committee serves as a mechanism for ensuring student academic representatives are active partners in the development of the course. The actions from this meeting are posted on the VLE.
- Appraisals of staff and peer observation of teaching provide important means of updating and monitoring developments in teaching and learning.
- Course tutors are involved in either research or scholarly activity which impacts upon teaching and learning in the University and across the Sector, ensuring that teaching and learning issues at Master's level are addressed in an appropriately challenging and innovative manner.

## **20. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#).

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.

- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

### Requirements for Awards

Award	Requirement
PG Cert in L&T in HE	Passed a minimum of 60 credits at Level 7, as specified on the award map

The award of PG Cert is unclassified.

NB. The award also leads to Fellowship of the HEA (on completion of an HEA registration form) and successful completion of the first module will give a student Associate Fellowship of the HEA, again on completion of an HEA registration form.

## 21. Indicators of quality and standards

The External Examiner for the programme noted in her 2012/13 report. “The programme offers a flexible, yet coherent learning pathway for the target audience (teachers in Higher Education). The programme outcomes are in line with the UK Professional Standards for Teaching in Higher Education, and the threshold academic standard is appropriate for postgraduate professional courses. Across the modules there are comparable standards applied and the curriculum remains current.”

Since 2010, 134 staff have earned Associate or full Fellowships of the HEA as a result of passing PG Cert.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

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

Many students who undertake the PG Cert are already employees of the University and completion of the award is a compulsory element of probation for academic staff appointed to full time posts at UW, who do not already have 3 years' experience of teaching in HE. The PG Cert is a nationally recognised teaching qualification in HE and gives graduates the ideal start in pursuing a career in academic development and practice. Furthermore staff who are members of Service departments and involved in supporting student learning are also able to enrol on the Course and, as a result, eligible for Associate Fellowship of the HEA by completing the first module (MAHE4141), which can lead to completion of the full PG Cert and qualified HE teacher status and full Fellowship of the HEA.

**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 s/he takes full advantage of the learning opportunities that are 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.