

PROGRAMME SPECIFICATION

PG Cert Learning and Teaching in Higher Education

1	Awarding institution/body: University of Worcester
2	Teaching institution: University of Worcester
3	Programme accredited by: Higher Education Academy, Staff and Educational Development Association
4	Final award: Postgraduate Certificate
5	Programme title: PG Cert Learning and Teaching in Higher Education
6	Pathways available: Not applicable
7	Mode and/or site of delivery: University of Worcester, work-based learning
8	Mode of attendance: Part time
9	UCAS Code: Not applicable
10	Subject Benchmark statement: Not applicable
11	Date of Programme Specification preparation/revision: December 2010

12 Educational aims of the programme

The Postgraduate Certificate in Learning and Teaching in HE is a three module part-time course provided by the **Centre for Learning and Teaching** 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 certificate is recognised nationally by the **Staff and Educational Development Association [SEDA]** as a route to teacher accreditation and the single module Supporting Student Learning is recognised as a route to SEDA associate status. The certificate is also accredited as a route to fellowship status within the **Higher Education Academy** and the single module Supporting Student Learning as a route to associate fellowship.

The programme **Aims** are to:

- 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 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 policy, strategy and quality considerations that impinge on programme members' work
- Enhance intrapreneurship and 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 ethical practice
- Value working in, and developing, learning communities
- Engage with continuing reflection on our own practice
- Develop our own practice, others, educational processes and systems

This award is part of the Postgraduate Education Programme (PEP) which is designed for those who have responsibility for teaching and learning within a professional context. 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.

In line with the PEP, 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 the PEP apply, 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.

13 Intended learning outcomes and learning, teaching and assessment methods

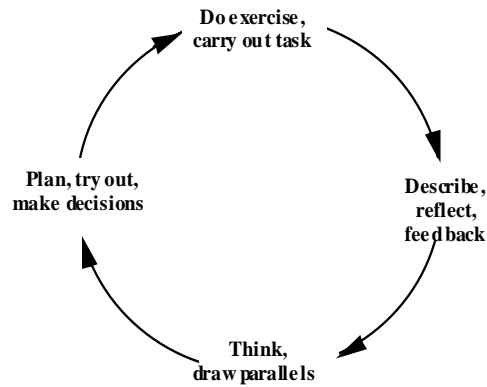
On completion of the award the programme member will be able to:

- i Design appropriate teaching sessions and programmes and critically evaluate their effectiveness
- ii Evaluate and apply appropriately a wide range of learning and teaching methods, to work with large groups, small groups and one-to-one.
- iii Design, produce and evaluate a range of learning and teaching materials, using C&IT where appropriate
- iv Develop effective learning environments and learning support systems, using C&IT where appropriate
- 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 role with relevant policy, strategy and quality considerations
- xiii Undertake Personal Development Planning to audit, reflect upon, plan and record your personal and professional development

Programme members are also expected to engage with the following values 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 ethical practice
- Value working in, and developing, learning communities
- Engage with continuing reflection on our own practice
- Develop our own practice, others, educational processes and systems

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.

Other Support

Monthly lunchtime support sessions, WebCT materials, peer, mentor and line manager support all feed into the learning experience of the programme [see student support below]

Assessment in the Postgraduate Education Programme (PEP) 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 portfolio assessment by which programme members can demonstrate they have addressed the outcomes and values of each module through whatever format and using whatever evidence best suits their practice.

14 Assessment Strategy

All of the assessment criteria are at 'M' level and the PG Cert L&T in HE uses the PEP assessment criteria. In order to ensure consistency in the high standards associated with 'M' level work this generic set of criteria is based on the dimensions of the professional models which underpin the Programme. In addition the educational aims of the Programme are supported by this strategy inasmuch as it enables the 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 Postgraduate Education Programme assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants 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 course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes as well as a generic set of criteria for all modules;
- 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 portfolio assessment for each of its modules. The portfolio is developed and maintained by course members over the duration of the module(s). Portfolio assessment is used because of its flexibility in allowing course members to demonstrate they meet the learning outcomes and values through a wide variety of formats and using whatever examples and evidence they feel is appropriate. This flexibility places responsibility on course members to negotiate appropriate specific assessment criteria with their tutor as part of the learning contracting process and provides the opportunity for course 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 the summative portfolio and this formative assessment process encourages self and peer assessment and support, as well as the engagement in a full personal development planning cycle. For each module course members are asked to undertake and discuss an initial self assessment against the module outcomes and values, this is followed by the production and discussion of a learning contract setting out what they intend to do in order to address the outcomes and values. A draft portfolio is submitted to the module tutor for full formative assessment at least 8 weeks in advance of the final deadline. This allows time for a feedback interview to be arranged individually with each candidate, when the portfolio will be returned with formative feedback. The revised portfolio can then be submitted for summative assessment.

15 Programme structures and requirements

Module Code	Module Title	Credits (Level 7)
MEDD4I42	Learning Teaching and Assessment in Higher Education	20
MEDD4143	Introduction to Academic Practice	20
MEDD4I44	Supporting Student Learning in Higher Education	20

PG Certificate Requirements

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

16 QAA Academic Infrastructure

As propounded by the Framework for Higher Education Qualifications (FHEQ), both the module specific and the generic learning outcomes of the PEP 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 (QAA 2001), 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.

17 Support for students

Induction tends to be within specific modules although an induction specific to PEP is offered to all students as well as the induction for all postgraduate students organised centrally by the university. In addition Information Learning Services (Library, Media, Print and ICT) provides induction sessions both independent of, and in conjunction with, specific modules delivered by the programme.

Additional support, beyond the study days is provided through:

- Monthly lunchtime support and discussion sessions are offered where programme members can bring along any issues from the current experience of HE and discuss these with a course tutor and peers.
- Module materials and support for asynchronous discussion is provided through module WebCT sites
- Tutorials with the course tutor are available throughout the programme, with particular emphasis on support for the completion of a profile statement [initial self assessment], learning contract and draft portfolio.
- Mentor Support from within a member's own academic department or subject area.
- Peer Support from other members on the module.
- Line manager's assistance as a resource in providing the opportunity to meet the module requirements

A programme handbook is provided to all students which provides detailed guidance on each of the modules, the learning experience, reading, assessment requirements and portfolio development.

Electronic versions of the PEP student handbook, the dissertation handbook and the University of Worcester student guide are all updated annually.

Study skills support is available on request to all students at UW, including those engaged in postgraduate studies.

18 Admissions policy, criteria and procedures

The PG Cert L&T in HE 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.

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.

The admission of course members to the Programme will be governed by the normal entry requirements for an award at M level. Course members should normally:-

- a) be the holder of a bachelor's degree or equivalent;
- b) hold an appropriate professional qualification (e.g. QTS/QTLS) or have experience which demonstrate they possess appropriate knowledge and skills.

The normal arrangements for APL apply. Advanced standing is available for those in possession of qualifications granted in the last five years.

AP[e]L note:

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 'Accreditation of Prior Experiential 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 APeL against **MEDD4144 Supporting Student Learning in HE** towards the full certificate. This claim does not entitle the recipient to claim associate status of SEDA or the HE Academy on the basis of any APeL credits awarded but these credits can be used towards the full PG Cert, SEDA and HE Academy awards. The claim may be made on the basis the initial 1000 word profile statement against the Learning Outcomes and Values of Supporting Student Learning and a one hour [2000 word equivalent] viva voce with the course leader. The profile statement and viva voce will be expected to provide evidence that the course member's prior experience meets the module Learning Outcomes and Values and that the course member is aware of the issues in relating this experience to HE practice.

Course members are also encouraged to discuss and present evidence of experiential learning in all programme profile statements and through the assessed Portfolios.

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

- The annual monitoring report reviews the quality of the Programme and provides action points emerging from the analysis of data provided by students, staff and external examiners. This report goes forward to the Institute of Education and to the University Learning and Teaching Committee.
- External examiner reports feed into the annual monitoring report and serve as indicators for areas where staff development will be of benefit to the Programme. The external examiner has a private meeting with course members to gather their feedback on the programme.
- Each module provides opportunities for student evaluation.

- The PEP committee for staff and students considers feedback from all participants and students from the PG Cert L&T in HE are represented. It also serves as a forum for identifying important issues which are likely to impact upon the Programme.
- Appraisals of staff and peer observation of teaching provide important means of updating and monitoring developments in teaching and learning.
- Programme tutors are involved in either research or scholarly activity which impacts upon teaching and learning issues in the Programme and ensures that teaching and learning issues at Master's level are addressed in an appropriately challenging and innovative manner.

20 Regulation of assessment

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 50% 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.
- Attendance is required at all sessions
- 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 50% 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

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 or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Pass, Merit or Distinction.

20 Indicators of quality and standards

Over the last three years the two external examiners for the PG Cert L&T in HE have confirmed that the marking of student work was comparable to standards elsewhere at this level and that the standards set for the awards are appropriate for qualifications at Master's level. The most recent external examiner report [2005/06] commended the programme for:

- The developmental nature of the programme design, teaching and assessment
- The cycles of formative assessment in the programme
- The guidance provided to course members
- The use of portfolio assessment
- The modelling of practice and professionalism of the programme team

Both of the recent external examiners agreed that the standard achieved by students is appropriate to the level of the award to which the programme leads and that they are commensurate with those achieved by peers on comparable courses.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

The latest external accreditation of the programme by the Higher Education Academy, in 2004/05, commended the programme for:

- The close attention paid to the development of professional values in the course.
- The commitment of senior management to the course and to the development of strategies to support staff in terms of learning and teaching.
- The commitment and quality of the course team.
- The quality assurance links directly into the College Learning and Teaching Committee.
- The further enhancement of the course including the welcome introduction of the module *Introduction to Academic Practice*.

21 Career Opportunities and Links with Employers

The educational aims of the Programme centre on the enhancement of professional practice and provide course members, where appropriate, opportunities for career moves within and beyond their organizations.

The accreditation of the programme by the Staff and Educational Development Association means the award carries recognition with world wide portability and high standing within the UK HE learning and teaching community. Higher Education Academy recognition of the programme towards fellowship status demonstrates that the programme has engaged with level one and level two of the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education. The programme thus meets the 'industry standard' for learning and teaching across UK Higher Education.

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 the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- PG Cert L&T in HE Programme Handbook
<http://www.worc.ac.uk/LTMain/LTC/Resources/2006handbook.doc>
- Definitive Course Validation Document (Parts A and B)
- PEP student handbook (reviewed annually)

- Web address: www.worc.ac.uk (follow links to CPD)