

Programme Specification

Programme title: Postgraduate Certificate in Higher Education Practice

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Postgraduate Certificate Higher Education Practice
Programme accredited by (if appropriate):	Advanced Higher Education
Programme duration:	18 months
QAA Subject benchmark statement(s):	n/a
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	May 2018

Introduction

The quality of teaching in Higher Education institutions is under increasing scrutiny from students, employers, government and other stakeholders.

To succeed as a higher education professional it is essential that the student develops educational expertise to a high level, to complement your existing subject expertise. Sector professional standards convey high expectations regarding the development and ongoing enhancement of educational expertise of teaching and learning support staff, such that staff can provide inspirational teaching and transformative learning experiences for students.

This Postgraduate Certificate provides a foundation for the development of educational expertise in Higher Education. It will help the student to be an inspirational teacher. It will equip the student to design and deliver transformative learning experiences.

Working with the grain of Higher Education professional culture the student will take a predominantly inquiry-led approach to learning on the programme, which provides considerable scope for personalisation according to the student's particular needs and interests.

As a professional practice programme the student will already be working in a teaching or learning support role in a Higher Education institution, therefore the programme is part-time only. The programme will help the student to learn through critical reflection on professional experiences and examine the relationship between these experiences and contemporary knowledge about what constitutes effective learning and teaching in Higher Education.

The programme is accredited against the UK Professional Standards Framework and on successful completion the student will be eligible to become a Fellow of the Higher Education Academy.

Programme Aims

The programme is intended to:

- Support the initial and continuing professional development of those employed in teaching and learning support in Higher Education.
- Support participants in enhancing their Higher Education teaching, assessment and learning support practice in a manner which improves student learning.
- Enable participants to design and convene ethical, inclusive and evidence-informed teaching and learning support that offers transformative learning experiences for their students.
- Instil in participants the ethos of the Scholarship of Teaching and Learning (SoTL).

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

- LO1 Analyse and evaluate key concepts which inform effective practice in learning, teaching and assessment in Higher Education, both generally and in the context of their subject or discipline.
- LO2 Reflect critically on their professional Higher Education teaching and/or learning support role within both their specific workplace setting and the wider context in which higher education operates.
- LO3 Apply concepts and techniques from contemporary Higher Education research and practice in the design and delivery of evidence-informed and inclusive curricula, teaching, learning support and assessment activities.
- LO4 Conduct small-scale investigations and enhancement projects in their own educational practice.
- LO5 Provide evidence from their own Higher Education practice for the range of professional activities, core knowledge and professional values expected of HE professionals, as benchmarked by Descriptor 2 of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

Curriculum

Postgraduate Certificate

FHEQ Level	Module Title	Type (Core/Option/Elective)	Credits	Semester(s)	Module Code
7	Learning and Teaching in Higher Education: Reflection, Practice and Design.	Core	20	Sept-March (ACYR)	LAT700 9-B
7	Learning and Teaching in Higher Education: Inquiry, Innovation, Evaluation	Core	40	April-April (NSYR)	LAT700 7-D

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Learning and Teaching Strategy

Our aim is to establish a collaborative learning environment where the student learns alongside professional peers and from and through research. There is a strong emphasis on inquiry-based learning, where the student will investigate, evaluate and enhance aspects of their educational practice through critical reflection and scholarship.

Module 1

The first module of the programme (Learning and Teaching in Higher Education: Reflection, Practice and Design.- 20 credits) is focused on helping the student to develop evidence-informed approaches to the design and delivery of inclusive learning, teaching and assessment. The aim is that through a combination of knowing the literature, personal reflection and peer review the student will be able to improve their teaching.

Monthly workshop sessions guide a structured sequence of learning for participants. These sessions combine a mixture of plenary and small-group activities and discussions with an emphasis on learning from professional practice experiences alongside a growing appreciation of concepts and evidence-informed practice in Higher Education learning, teaching and assessment.

With the Personal Academic Tutor the student will identify and agree a range of additional professional development sessions (minimum six hours) which support their achievement of the module learning outcomes, allowing them to further personalise their learning experience on the module. These can be drawn from those made available within their employing organisation and/or their broader disciplinary or professional community. These may be face to face or online. The Personal Academic Tutor will be able to advise the student on their selection and will orient them regarding their progress toward the professional recognition benchmark for the module (UK Professional Standards Framework Descriptor 1).

The progress through the module will be supported by an online collaborative learning environment where the student can engage with peers and tutors. This will include the facility for asynchronous discussion, blogging and portfolio building.

Teaching will be observed once by one of the tutors as a means to generating further dialogue around your practice, and this will feed into the module's individual assignment.

Module 2

The second module (Learning and Teaching in Higher Education: Inquiry, Innovation, Evaluation – 40 credits) supports the student through a process of inquiry with the aim of improving student learning. Over the course of 12 months the student will: 1) investigate student experience, engagement and attainment within an aspect of the HE curriculum for which they have responsibility; 2) identify an appropriate innovation/enhancement in their practice which addresses an issue identified in their investigation; 3) develop a plan to implement and evaluate this innovation/enhancement; 4) deliver an interim presentation on plans/progress with the innovation/enhancement to professional peers; 5) implement and evaluate the innovation/enhancement; before 6) submitting a written paper in which the student relates their investigation, innovation/enhancement and evaluation to relevant discipline knowledge and learning and teaching literature.

This process is supported by a sequence of plenary workshops, participant-led seminars, tutorials, online and web-based support and individual supervision.

In parallel, the student will meet with their Personal Academic Tutor to relate their ongoing reflection on practice to the UK Professional Standards Framework, culminating in the submission of a mapping document and reflective narrative demonstrating achievement of Descriptor 2 of the Framework. Participants are expected to engage with professional development activities within and/or beyond their employing organisation in support of their learning on this module, including at least two peer review of teaching events.

Assessment Strategy

The assessment tasks guide student learning and progression through the programme and also provide the evidence base for their achievement of the module and programme learning outcomes and of their professional recognition against the UK Professional Standards Framework (UKPSF).

In Module 1 (Learning and Teaching in Higher Education: Reflection, Practice and Design) an initial formative assignment in the opening weeks of the programme elicits a baseline expression of the student's approaches to learning and teaching in Higher Education. This will serve as a reference point for the development of their ideas and practice as the student progress through the module and programme.

The first summative assignment will be collaborative. As part of a small group, the student selects and investigates a specific aspect of Higher Education teaching practice. The assignment will involve the student consulting a range of literature to identify evidence-informed approaches to this aspect of teaching alongside considering implications for practice.

A final individual assignment involves the student selecting a sequence of Higher Education learning and teaching sessions/activities from their own practice and offering an evidence-informed rationale for the learning design and reflection and evaluation of its success. The student's reflective evaluation will be in part be informed by evidence from peer observation of teaching, will relate their rationale

to appropriate literature and will identify issues for ongoing development and enhancement as appropriate.

In Module 2 (Learning and Teaching in Higher Education: Inquiry, Innovation, Evaluation) assessment is through a series of linked assignments that guide the student through a small-scale investigation, innovation/enhancement and evaluation project. The first assignment will involve the student conducting a scoping inquiry into their own teaching and the students' learning within a module (or equivalent) for which they have significant responsibility. This will involve framing questions and drawing upon the available evidence base (student evaluations, attainment etc.) to identify specific issues that would benefit from enhancement.

The student will then identify a realistic innovation/enhancement which has the potential to improve student learning and as a formative assignment will offer a proposal for the innovation/enhancement, its implementation and evaluation. Following peer and tutor feedback on this proposal the student will implement and evaluate this innovation/enhancement as a small-scale project.

An interim presentation as part of a regular seminar series will enable the student to get further feedback and disseminate their work more widely within their cohort and the University before they present a final summatively assessed written paper, in the style of an article written for a professional or academic journal.

In parallel to their small-scale investigation and project the student will work on a mapping document and additional reflective narrative which demonstrates how the PGCHEP assignments and broader professional practice demonstrate their achievement of Descriptor 2 of the UK Professional Standards Framework.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there are two exception(s) to these regulations as listed below:

1. To be eligible for the award of a Postgraduate Certificate in Higher Education practice, students must achieve at least 40% in all individual modules.
2. Where there is a requirement for individual components of assessment to be passed, this will be detailed in the individual module descriptor.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- Participants will normally have at least a first degree awarded by an approved UK or overseas University, or a professional qualification.
- Applicants who are both a) not employed by a UK Higher Education Institution and b) whose first language is not English will also be expected to

possess a University approved English Language qualification such as IELTS 6.5 with no sub-test less than 5.5.

- Participants must be employed (at least part-time) in a lecturing, teaching or learning support role within an approved Higher Education provider. This is because the programme draws significantly upon experiential, work-based learning. As part of the admission process applicants must demonstrate that they have sufficient breadth, depth and quantity of teaching and/or learner support practice within their professional role to enable them to show engagement with the range of areas of professional activity required of the UK Professional Standards Framework. This will normally include at least fifty hours of educational practice for each 20 credits studied. This is assessed as part of the admissions and application process, which includes a short admission interview. Applicants will need the explicit support of their employer/supervisor/ sponsor as appropriate.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		